Table of Contents

Arizona

WORK-BASED LEARNING RESOURCE GUIDE

A Guide for Connecting Career and Technical Education to the Workplace

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ARIZONA WORK-BASED LEARNING RESOURCE GUIDE

Introduction

The Arizona Department of Education's Career and Technical Education Division (CTE) is pleased to present the ***Arizona Work-based Learning Resource Guide*** to replace the *Arizona Work-based Learning Educator's Guide* published in 1996.

This document is intended to provide general guidance to teachers, coordinators, school administrators, employers, businesses, communities, and others who are involved in the development of work-based learning opportunities for students in their communities. In it you will find useful information including overviews of various types of work-based learning, examples of successful programs, suggestions for implementing new programs or enhancing existing ones, legal considerations, sample forms, and a collection of resources.

This guide is a tool to be used to develop or improve CTE programming. Work-based experiences defined within this guide may provide opportunities for students to master CTE Level III program competencies. At this time, only some work-based learning experiences are supported by state and/or federal funding.

A Guide in the Information Age

Since the *Arizona Work-based Learning Educator's Guide* was compiled, the accessibility and popularity of the Internet has put a seemingly infinite, and sometimes overwhelming, wealth of information at our fingertips. This information includes the most up-to-date descriptions of work-based learning programs and promising practices. Indeed, the Internet has impacted the complexion and purpose of this manual. It would be impossible to provide all the necessary tools to build a successful work-based learning program on the written pages of any guide or between the covers of any binder. *Because no single document on work-based learning can be all-inclusive, this Guide is intended to be just that – only a guide.*

This guide will give you direction, stimulate your thinking, and encourage you to go beyond the covers to tap multiple resources in your quest to develop or improve programs unique to your own students' and communities' needs. Many educators, students, businesses, and communities are doing extraordinary things. Most are eager to share their successes (and their needs for improvement) with you. With the help of this guide, much of what is going on can be found through the technologies of cyberspace; the speed of e-mail; or through good, old-fashioned interpersonal networking.

The Process

The ***Arizona Work-based Learning Resource Guide*** was updated in cooperation with Arizona State University's Office for Workforce Education and Development. The ASU staff was assisted in the process by ADE's CTE State Supervisors and Basic

Grant Specialists. CTE teachers and local directors have made valuable contributions and have served as sounding boards and editors.

Next Steps

Because the world is changing at a pace with which most of us struggle to keep up, the revision of this document does not end here. It is hoped that as new and better ideas and models are developed, as materials that make life easier are created, and as more and more schools have success stories to share, information and resources will be added to and deleted from the guide as necessary. Educators, students, parents, and business/industry representatives are invited to contribute and provide feedback on any of the information presented.

If you have information to share, a success story to be told, or suggestions for improvement of the ***Arizona Work-based Learning Resource Guide***, please contact:

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Arizona Work-Based Learning
Resource Guide

Table of Contents

DEFINING WORK-BASED LEARNING

WHY WORK-BASED LEARNING?

Many students leave school ill-prepared for the workplace. Poor academic skills and work habits limit their understanding of how they might fit into the adult world. Work-based learning addresses this problem by extending the walls of the classroom to include the whole community, giving students real world experiences and opportunities to apply academic skills in the workplace. Work-based learning is an integral part of school to careers transition, combining school-based learning and work-based learning into an integrated experience for all students. Through work-based learning, "Employers reinforce academic lessons, schools emphasize career applications, students gain experience in the adult world of work and connections to a range of post-secondary options, including college, technical training and skilled entry level work." The National Center for Career and Technical Education (NCCTE) defines career development as "the total constellation of psychological, sociological, education, physical, economic, and chance factors that combine to influence the nature and significance of work in the total lifespan of any given individual."

Benefits of Work-Based Learning

For Students

- Apply classroom learning
  - Apply academic concepts
  - Apply professional/technical skills
- Apply SCANS Workplace Competencies and foundation skills
- Establish a clear connection between education and work
- Explore possible careers
  - Identify and analyze personal needs, interests, and abilities
  - Identify and analyze potential opportunities in various career fields
  - Make decisions and plans to achieve goals and aspirations
  - Develop outlines of potential career paths
- Improve post-graduation job prospects
- Practice positive work habits and attitudes
- Understand the expectations of the workplace
- Be motivated to stay in school
- Reduce educational costs
- Establish professional contacts for future employment and mentoring

For Employers

- Helps create a pool of skilled and motivated potential employees
- Improves employee retention
- Reduces training/recruiting costs
- Enables organizations to develop new projects with student assistance
- Encourages involvement in the curriculum development process
- Provides developmental opportunities for current workforce
- Offers opportunities to provide community service

For Schools

- Expands curriculum and learning facilities
- Provides access to state-of-the-art techniques and technology
- Enhances the ability to meet the need of diverse student populations
- Provides opportunities for individualized instruction
- Promotes faculty interaction with the community
- Contributes to staff development
- Makes education more relevant and valuable for students
- May enhance students' retention
- Reduces overcrowding by utilizing off-campus learning sites

For Community

- Creates an environment of collaboration and cooperation
- Encourages respect and tolerance between different groups
- Builds the foundation for a more productive economy
- Builds confidence in the school system as practical results are observable

WHAT IS WORK-BASED LEARNING?

Work-based learning is defined as a coherent sequence of job training and work experience that involves actual work experience and connects classroom learning to work activities. One of the key elements that lead to the success of a school to careers system is work-based learning. Students must have access to a range of developmentally appropriate work-based learning experiences. Schools and employers need flexibility to develop a school to careers transition that builds on local strengths and is tailored to local needs and circumstances. The work-based component may include a variety of activities including job shadowing, school based enterprises, entrepreneurial programs, dual enrollment, mentorships, career pathways, and service learning to name a few. Using a range of in-school and out-of-school strategies – paid or unpaid work experiences during the school day or after school – with programs customized to fit the needs of young people, school, businesses, and the local community. The main focus of any of these work-based learning experiences is that they must offer academic study, professional/technical skills, and work related experiences.

Although most people have wanted to concentrate their efforts related to work-based learning on students in the upper years of high school, they should realize that programs that do not start until the 11th grade miss the chance to make a significant impact on many students. Work-based experiences need to take a progressive sequential approach that includes preparation (feeder) experiences starting as early as elementary or middle school. It is crucial to include younger students before they become discouraged and disengaged or drop out of school altogether. "Feeder" experiences expose young people to a range of career opportunities through such options as summer internships, job shadowing, and career exploration workshops, all of which are geared to the connection between school and work and the integration of academic and occupational training. Ideally the work-based learning component is delivered through a planned program of job training and other employment experiences related to a chosen career.

The ultimate responsibility for implementing a comprehensive career development program lies at the local level. Counselors' and teachers' new role becomes one of a change agent, not only for students but for the system as well. An effective career development program:

- Is identifiable but integrated within the curriculum and other programs
- Enhances the students' knowledge, skills, and abilities
- Supports student achievement in academic and occupational standards
- Supports a diverse delivery system
- Is accountable with evaluation based on program effectiveness in supporting student achievement

Work-based learning is an effort to make lifelong career development easier and more natural by linking the school site and the work site. The highest level of work-based learning is learning that takes place at a work site, usually in a business or community organization away from school, and fully integrates academic and vocational/occupational curriculum with work site experience. It is one element of the larger category of work-based activities, all of which combine to create a lifelong process of career development stretching from preschool to adulthood. There are four broad overlapping stages that most people experience as they develop their careers. Work-based activities are designed to help students move through these stages and learn about the world of work and their place in it. The stages provide a framework for understanding the sequence and scope of work-based learning activities and when activities may be appropriate for students. Work-based learning activities relate to the following four major areas:

Career Awareness activities help students develop a general awareness of themselves, the world of work and its connection to education. Activities may include:

- Field trips
- Career Days/Career Fairs
- Informational interviews/classroom speakers
- "Take Your Child To Work" day

Career Exploration activities help students research and learn about what people do for a living and observe and interact with work-based staff to learn more about the demands of the workplace. Students may begin to form career interests and abilities during this stage. Activities my include:

- Aptitude and interest assessment
- Journal writing
- Career related research papers
- Special projects
- Job shadowing
- Informational interviews
- Paid and non-paid general work experience
- Vocational/occupational skill laboratories
- Mock Business/Industry project

Career Preparation activities integrate academic skills learned in the classroom with work-based skills learned on the job. Emphasis is on skill building, understanding the concept of transferable skills, learning to work as a team member, establishing relationships, ethics and honesty, and relating personal interests and abilities to real world career opportunities. Many students also select a career interest or focus during this stage. Activities may include:

- Paid and non-paid work experiences
- Mentorships
- School based enterprises
- Clinical/Practicums
- Internships
- Vocational/occupational laboratories
- Cooperative work experience
- Professional technical education courses (skill building)

Application is the beginning of the student's last stage of transition to work. During this transition, the school's facilities, services, and resources will help prepare the student for the next step in his or her career development, whether it be a two-year or four-year college, apprenticeship, or career. Activities may include:

- Clinical/Practicums
- Apprenticeships
- Internships
- Cooperative work experiences
- Professional technical education courses (skill building)

WORK-BASED LEARNING ACTIVITIES AND RESOURCES

Work-based learning may include any or all of the following:

School-based activities: These activities occur primarily in the classroom setting:

- Professional/technical education
- Pre-employment, work maturity, and work readiness training
- Career awareness and exploration
- Classroom speakers
- Career Days/Career Fairs
- Class and organization projects
- Workplace simulations
- Basic education skills training
- Career Academies
- Job simulation labs
- Integration of academic and occupational skills
- Occupational labs
- School Based Enterprises

Work-based activities: These activities occur primarily at a private, public, or non-profit place of business:

- Job shadowing
- Field trips
- Informational interviews
- Mentorships
- Cooperative work experience
- Internships
- Practicums
- Clinical experience
- Community service learning
- Youth apprenticeship

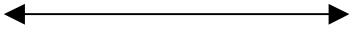
Connecting Resources and Support Systems: These resources and support systems help link the school site with the work site:

- Career guidance and placement
- Employer databases
- Advisory teams (state, district, school, career field)
- Business partnerships
- Work-based curriculum
- Professional associations
- Arizona Department of Education

Table of Contents

PLANNING WORK-BASED LEARNING EXPERIENCES

It is very important from the outset that everyone in the community understands the mission of work-based learning. People need to think of work-based learning as a two-way bridge between the classroom and the workplace across which the school and the community work cooperatively to provide the resources and the "classroom" that will help each student find and develop his or her potential. Work-based learning can take place at the school site or a business site. This requires a coherent sequencing of activities that prepare students to function in the highest level of work-based learning – at the work site.



School Site
(Resources and Activities)

Work Site
(Resources & Activities)

Connecting
(Resources & Activities)

Start with what you have and build on your strengths. It is better to build from practices already in place within the school/district than to impose an external, packaged system. If your district is already doing a great deal of community service work, then start there. If cooperative education is already working, expand from that point. To find out what is already in place, survey the staff and compile a simple database of program descriptions, work-based activities, number of students involved, staff members, and employers. Invariably, there are more things going on than most people realize. A good survey will turn up practices that, with a little fine-tuning, will become the basis for your coherent sequence of work-based experiences.

Encourage district level planning. Planning is essential to good work based learning experiences. Planning discussions might begin with the question, "Why are we doing this?" One answer is that work-based learning is a wonderful opportunity for schools to involve the whole community in the exciting task of integrating classroom learning with real life experiences.

Don't re-invent the wheel. Become knowledgeable about what others are doing. Gather information about successful work-based learning activities and observe good practices in action, then incorporate what you can into your own program. Collaborate with other schools or districts in your area.

It is important to recognize the value of standardizing procedures and forms as much as possible. Standardization minimizes confusion and maximizes consistency, especially with work sites that participate in work-based learning activities with several educational entities.

Set goals and establish timelines. Solicit input from all those who will be affected by the plan, particularly school staff, students, parents and employers. Establish benchmarks or objectives on a timeline for implementing system-wide work-based learning so everyone can see the project in smaller segments as well as an overall view.

Spend time identifying potential problems. One of the most important things to do is to build a community of partnership that supports work-based learning. As work-based learning experiences grow, increasing numbers of students, teachers, and employers will be involved. Keeping up with the demands of expanding work-based learning can be very difficult. Increased numbers create a greater need for an organized system with thorough training for each staff member who will be placing students in the community. If your process is disorganized, you risk leaving everyone involved with a negative impression of the value of work-based learning in addition to potential legal problems.

- Typical problem areas include:
- Lack of training time for staff
- Opposition from with the community
- Schedule conflicts
- Differences in expectations of various participants

THE BEST ADVICE FOR DISTRICTS STARTING WORK-BASED LEARNING:

- Don't be overwhelmed. The following materials are intended for use over a period of years, not all at once.
- The most important thing to do is build a community partnership.
- The information in this document is a menu, not a list of commandments.
- Expand your community's vision of the possible. Use the materials here to help a community see itself functioning differently in a youth development partnership.
- Build on existing strengths first.
- Build on long-range goals and a timeline for implementing them.

Table of Contents

IMPLEMENTATION

INVOLVING PARTICIPANTS IN WORK-BASED LEARNING

In general, work-based learning experiences involve all or most of the following participants, depending on the work-based learning activity. Success depends on the involvement and commitment of all participants.

Work Site
Employers
Supervisors
Employees
Mentors
Students

Home
Students
Parents/Guardians

School
Students
Teachers
Program Coordinators
Counselors
Administrators

ROLES AND RESPONSIBILTIES…

…of School Personnel

In addition to providing classroom instruction that supports the work-based learning curriculum, school personnel should work to encourage success by fostering the relationship between students and employers and providing appropriate support services. The services may include the following:

- Orienting student and employers
- Developing job sites and placements
- Promoting work-based learning
- Conducting on-site visits to monitor and evaluate student progress
- Conducting orientations and/or classes that may include pre-employment work maturity and work readiness training and job search skills
- Counseling students about jobs and career pathways
- Assisting students with questions and forms relating to work
- Working with students to develop measurable goals/objectives
- Assessing student performance at school and at the work site
- Assigning student grades
- Taking disciplinary action when necessary in relation to job placement
- Attending professionally related meetings and conferences
- Posting temporary jobs
- Completing records and forms
- Maintaining professional relations with employers
- Matching students with employers
- Providing basic safety training as appropriate to the placement

...of the Employer

The primary role of the employer is to provide an environment in which learning can take place. In general, the employer is responsible for:

- Interviewing students
- Signing and abiding by agreements/forms such as a Work-Based Learning Training Agreement
- Providing a work experience that supports the student's educational and career goals
- Facilitating student exposure to all aspects of the field
- Orienting students to the work site: business operations, performance expectations, administrative policies, and job specific training
- Informing staff of the student's purpose and enlisting their support and help
- Arranging a "buddy system" and/or employee mentor for student
- Assisting the student in his/her efforts to accomplish personal and professional goals
- Meeting with the coordinator during the term to assess student progress and address problems that arise
- Completing formal evaluations of student work and the work-based learning process

...of the Student

The student is responsible for:

- Signing and abiding by specific agreements/forms, such as a formal Work-Based Learning Training Agreement
- Completing skills, aptitude, and interest tests
- Developing goals/objectives
- Completing assignments, evaluations, forms, and other activities required by the coordinator
- Taking an active role as a participant in the program which includes participation in activities at a work site as well as in school
- Being a positive representative of the school, work-based learning, and the community
- Making satisfactory academic progress
- Informing their coordinator of any problems that occur at the work site

...of the Parent(s)/Guardian(s)

The parent(s)/guardian(s) play a major role in the support of their student by:

- Encouraging students to have good attendance at the work site
- Being involved and informed about the progress of their student's work experience
- Participating in the school's activities promoting the structure of the work experience program
- Arranging for the transportation of the student to and from the work site (if necessary)

IDENTIFYING POTENTIAL EMPLOYERS

Some firms are more likely than others to participate in a new work-based learning program. The following criteria can help you focus your initial recruitment efforts on those employers most likely to become involved.

- **Prior involvement in school-business partnerships.** Employers who already have served on vocational education advisory boards, school-business partnerships, Tech Prep consortium boards, or district- or city-wide education reform committees may be inclined to participate particularly if their experiences have been positive.

- **Tradition of leadership in community affairs.** Banks, hospitals, and public utilities are typically interested in positive public image and are generally responsive. Business leaders with a history of public service and community leadership can also be powerful allies.

- **Commitment to being a "learning organization".** Firms that invest in the development of worker skills are more likely to have the vision and organizational capacity to provide quality work site learning experiences for young people. Indicators of this kind of commitment include basic skills and English-as-a-Second-Language programs, quality management programs, and tuition reimbursement plans.

- **Industry areas that employ large or increasing numbers of employees.** Companies that are growing, and those that are not currently hiring but can articulate a three- to five-year hiring strategy to meet their long-term goals, can see the need to build their labor supply.

- **Firms and organizations experiencing labor shortages.** Firms experiencing high retirement rates and/or lack of entry-level workers may see immediate need for work-based learning programs.

- **Cooperative labor-management relations.** Workers and their organizations have been active partners in work-based learning programs in unionized and non-unionized workplaces. However, workers often have legitimate concerns about their job security and access training. Firms with cooperative labor-management relations are more likely to be able to resolve these issues.

- **Friendly competition with firms in the same industry.** One firm's participation can encourage others to jump on board. The perception that a rival may gain prestige, publicity, community approval, or access to labor can be a powerful motivator.

- **Familiarity with U.S. and European work-based learning models.** First-hand knowledge of youth apprenticeship or other work-based learning systems can increase employer receptivity.

RECRUITING EMPLOYERS AND WORK SITE STAFF

Strategies for Working with Employers

Strategies for working with employers. Successful program implementation requires cooperation and understanding between the employer, the student, and the coordinator. The following suggestions may be helpful when working with employers:

- Advise employers that you have pre-screened applicants and give the employer a copy of your criteria. Design criteria as needed.
- Guide and assist the employers through your program. Don't be pushy or pressure them to work with your program.
- Inform employers of students' strengths, such as reliability, good work habits, etc.
- Inform employers of the exact skill level of each student. Use terms of functional skills such as: "A student can keyboard on a computer 40 WPM, but has not mastered spreadsheets or databases."
- Ask the employer to provide job descriptions to ensure successful match with students' skills.
- Encourage employers to help students develop specific learning objectives that integrate classroom theory and knowledge with the skills and knowledge gained at the work site.

Possible roles for workplace partners. Successful program implementation requires that workplace partners understand what is expected of them as partners in work-based educational experiences. The following suggestions may be helpful in explaining and clarifying their role(s):

- Offer their work site for a range of work-based experiences
- Loan employees to help with instruction
- Providing funding and/or equipment to a program
- Providing professional development opportunities for teachers
- Recruiting other workplace partners
- Help teachers define knowledge, skills, and behaviors required for employment in an industry
- Mentoring young people
- Evaluating or assessing student work

RECRUITING TEACHERS AND COUNSELORS

Teachers and counselors generally play a dual role in work-based learning programs. They help design the program and then implement it at high school. Designing and implementing work-based programs requires fundamental changes in standard practices. Teachers collaborate with employers to develop integrated curricula, team-teach with their peers, and "coach" rather than lecture to students. Guidance counselors connect students to the local labor market and a range of post-secondary options, not only four-year colleges. Without strong teacher and counselor support, it is impossible to realize these necessary changes to the traditional operation of schools.

To foster the interest in the work-based learning program:

- **Bring teachers and counselors into the design process.** Unless they have an opportunity to influence the design process, it is unlikely that they will take program implementation seriously.

- **Link program goals to concerns that teachers and counselors have identified.** Make it clear that the goals of the program are consistent with concerns raised by staff about student performance, efficient operation of the school, professional development and support, and preparing students for the world at large.

- **Educate teachers and counselors about the changing demands of the workplace and the range of post-secondary options.** Help them better understand the academic, social, and technical demands of modern work and the range of career and learning opportunities in the community by providing opportunities to visit the workplace and meet with work site staff.

- **Provide staff support. Ways to support staff involvement include:**
  - arranging visits to other work-based learning programs to learn first-hand how project-based learning and team-teaching approaches are put in place
  - supporting attendance at work-based learning conferences
  - providing time for teachers and counselors to meet with peers on issues of curriculum and program development
  - supplying concrete examples of integrating school-based and work-based learning

- **Enlist current participants from other programs.** Teachers and counselors often become more interested when they hear the enthusiasm of their peers and their students.

WORKING WITH PARENTS

Parents can be either enthusiastic supporters or suspicious opponents of work-based learning programs. A program without parental involvement may not be focused on student needs. Program planners should heed parents' concerns.

Strategies for working successfully with parents include:

- **Ask parents their concerns and respond to them.** Be ready to respond to typical concerns of parents such as: Is the program another form of tracking? Will college options still be open to my child? Will my child be forced into making a career choice too early? What sort of job will he or she be doing? Will transportation be made available between the school and the workplace?

- **Involve parents in program design and ongoing operations.** Parent teacher organizations can be a good venue for recruitment and orientation.

- **Invite parents to visit the people and institutions connected with the program.** Making it possible for parents to visit the firm(s) and school(s) where their children will be learning can help them better understand the nature of the program. Providing opportunities for them to meet the supervisors and teachers on an informal basis gives parents the chance to discuss their concerns and interests in the program with the people who will be working with their children.

- **Have parents sign a "mutual expectations" agreement.** Being party to an agreement with employers, teachers and their child can enlist parents in reinforcing their child's learning.

- **Stress the guidance and career planning components of work-based learning when marketing to parents.** Students often complain that "no one at school cares." Stressing to the parents that special support will be provided to help the students negotiate the demands of school-to-career and make decisions about future education and career goals will help demonstrate to parents that your program is not "business as usual."

- **Begin your program early.** Parents are usually enthusiastic about career awareness and job-shadowing opportunities at the elementary or junior high school levels. Starting all children in career-focused programs early can lessen the chance that the work-based learning program will be labeled by parents as "second-best".

- **Work with community-based organizations.** Community-based organizations are often a voice and advocate for parents. Working with these organizations can be a vehicle for parent communication.

ORIENTATION AND DEVELOPMENT OF SCHOOL STAFF

Orientation and ongoing staff development activities empower teachers and counselors to adopt new practices that connect school and work. The goals of orientation and staff development activities are to help teachers and counselors:

- Become familiar with the industries in which students will work and the potential of workplaces as learning environments;
- Acquire or reaffirm high expectations for student performance;
- Develop and use applied learning activities that encourage the active exploration of the work environment and the development of higher-order thinking skills; and
- Build a supportive peer network through which they can work together to develop new teaching materials and strategies and reinforce each others' efforts.

Orientation and staff development activities can include the following:

- **Formal orientation and handbook.** A formal introduction to the program that articulates program goals, expectations, support structures, and teacher and counselor roles and responsibilities provides an opportunity to address staff concerns.
- **Summer internships and job-shadowing days in industry.** Employer-sponsored internships are a popular and proven technique for giving first-hand exposure to academic, social, and technical demands of today's workplace.
- **Regular meetings for consensus-building and joint planning.** Regular meetings to discuss the demands and opportunities of the program and to resolve problems as they arise are very important in facilitating buy-in and program improvement. Programs should strive to incorporate this necessary function into the regular school day that may require shifts in class schedules, teacher course loads, etc.
- **Training institutes and workshops.** Specially designed institutes and workshops provide opportunities to learn and practice instructional approaches for linking school and work and impart techniques that encourage active, student-directed learning.

ORIENTATION FOR STUDENTS

The world of work is foreign to most students. Expectations, rewards , and consequences need to be spelled out clearly through orientation activities that can dispel students' initial fears and confusion. A proper introduction should build commitment by letting students know that they are now members of a cohesive, supportive learning community.

Orientation begins with the recruitment and application processes, as students are asked to explore personal interests and goals and are given the opportunity to meet the adults with whom they will be working.

Most programs provide a combination of the following:

- **A formal handbook outlining the policies and expectations of the program.**

- **A group orientation to the program as a whole and the students' group, sometimes including "Outward Bound"-style activities to foster self-confidence and a supportive sense of group identity.** Such an orientation can establish norms and goals with student input, create a sense of teamwork, and emphasize that the students are beginning a new way of learning. In addition, this process can serve to introduce mentors and students to each other in an informal setting.

- **A separate introduction to a student's particular workplace, as a new employee.** Such introductions generally give students necessary information about procedures and expectations (e.g., health and safety rules, attendance and discipline policies, and employee rights and responsibilities). A thorough work site orientation helps build a direct relationship of responsibility and obligation between student and employer. It emphasizes that the student is not just a high school student on a field trip, but has a role and function in the workplace and can make a contribution.

- **A kick-off reception for students and their parents, hosted by the school and community partners,** including local government representatives, as further means of initiating student participation in a supportive work and learning community.

CLASSROOM ACTIVITIES:
SUPPORTING WORK-BASED LEARNING EXPERIENCES

Student Self-awareness and Assessment for Placement. Successful work-based learning activities require that students have the opportunity to learn about their interests and skills. It is important that the school staff assist in the development of student career awareness. Various assessment opportunities or tools can be utilized to increase student awareness. The following suggestions may help students identify career interests and connect them with employers:

- Student interest interview between the student and the school staff
- Skills and aptitude tests
- Career Information System
- Career Pathway Planner
- Dictionary of Occupational Titles
- Pre-vocational self-awareness activities

Developing Learning Objectives. Learning objectives are an essential part of the work-based training plan and include the major concepts to be learned on the job and in the classroom. The objectives, which contain concepts to be learned and skills to be acquired should be developed together by the coordinator, the student, and the employer. Learning objectives should:

- Individualize each student's objectives based on his/her educational and/or career objectives and interests
- Outline student's tasks, duties, and responsibilities
- Be specific, achievable, and measurable

Creating Links to Classroom Learning. The work-based learning coordinator should collaborate with the classroom teachers to facilitate connections between students' work-based learning experiences and their educational career goals. The coordinator may:

- Establish a dialogue with teachers in which teachers have opportunities to discuss what they see as the connections between classroom learning and work site learning
- Develop joint activities (when appropriate) that enhance learning in both arenas

Seminars/Classes. Seminars/classes are highly recommended for all students participating in work-based learning programs. Seminars/Classes provide students with the opportunity to meet and discuss common job-related experiences, gain insights into the culture and environment of work, and reinforce the connections between classroom content and work-related learning. Seminar/Class activities may include:

- Peer interaction and discussion of job-related concerns and problems
- Opportunities to share successful experiences from the work site
- Projects that provide students the opportunity to gather, evaluate, and report information, both individually and in teams
- Audio-visual media, discussions, lectures or demonstrations
- Assignments that include keeping journals, preparing research papers, or developing a portfolio
- Guest speakers and panels who provide additional opportunities for students to question and interact with employers

ASSESSING STUDENT LEARNING

Student progress and performance should be measured by the degree to which students meet their learning objectives. The assessment process should document student learning, identify strengths and weaknesses, and provide strategies for improvement. Various tools may be used to accomplish this assessment including: portfolios, mentor or employer evaluations, student self-evaluations, and coordinator/instructor evaluations. If credit is awarded, the assessment process may also provide a basis for grading.

Portfolios. Students need to document their experiences, skills, and accomplishments. A student portfolio containing this information can serve as an ongoing assessment tool as well as a "living" transcript. Work based learning portfolios may include:

- Reflective journals
- Work samples
- Research projects
- Learning logs
- Activity summaries
- Competency attainment lists
- Industrial certificates
- Test results

Work site visitations. Evaluation of progress and review of student objectives, an important part of assessing student learning, may be accomplished through regular visits by the coordinator/instructor to the work site and conferences with the student's employer/supervisor. The following guidelines will help to make the visits more productive and valuable:

- Set up a visit in advance with employer
- Have a systematic and organized plan – develop questions ahead of time
- Discuss the needs of the student and those of the employer
- Discuss student progress, as well as appropriate changes in the employment situation or related instruction
- Let employers know that they can request a confidential conference
- Arrange for the student, the employer, and the coordinator/teacher to meet together to discuss the student's progress

Forms and Records. Paperwork and record keeping for program documentation are necessary to:

- Gather information for assessing and placing students
- Provide a basis for student grading
- Assist students with goal setting and portfolio development
- Provide information or statistics to the people and organizations involved in the program who may require this information
- Document employer participation and assist with job development
- Provide information/statistics for periodic reports required by the school

Software programs are available to make it easier to computerize these records, generate comparative data, and produce a variety of reports. Seek out software designed specifically for

job placement or cooperative education. Check with district support staff to determine which programs are compatible with your computer system.

It is important that all forms are approved by the appropriate school personnel to ensure compliance with applicable laws and regulations. The types of forms necessary will vary based on local needs.

PROGRAM EVALUATION

Successful work-based learning requires continuous review and program evaluation. A well-planned evaluation will provide the opportunity to analyze program results that will be useful for making changes or improvements in the instructional process. Program assessment information may be obtained from various individuals including:

- Current and former students
- Current and former employers/work site supervisors
- Teachers/coordinators
- Parents
- Business/community advisory committee members

ONGOING PROGRAM IMPROVEMENT AND EVALUATION

It is critical that work-based learning programs monitor whether and how well they work for students. Maintaining a quality program requires mechanisms to ensure that students' experiences meet the educational and other objectives of the program. A range of techniques can be used to monitor students' experiences and to promote improvement of the program.

- **Regular oversight of student progress.** Regular contact between work site, school, and program staff is the main vehicle for monitoring the quality of student placements and learning. Through work site visits, regular meetings with work site and school partners, and analysis of in-school learning, designated program staff evaluate whether the program is meeting student's educational needs.

- **Regular review of program success.** A representative group of partners should be engaged in regular discussions to support a process of continuous improvement.

- **Tracking of key program components.** Programs must monitor and record program outcomes – student grades, diversity, program attendance and completion rates, and placement in postsecondary institutions and job opportunities after program completion – to assess overall progress.

- **Feedback from outside evaluators.** It is often difficult for program managers to step back and analyze program progress. Outside evaluators can help facilitate this process through qualitative (interviews with employers, teachers, administrators, students and parents) and/or quantitative (analysis of student outcomes) methods. In addition to providing feedback on specific program components, outside evaluators can also be helpful in synthesizing "lessons learned" and making suggestions to improve implementation.

- **Student evaluation of program.** Students' constructive criticism about their work placements and school-based activities is a useful source of information on the quality of the learning experiences and areas in need of improvement. Anonymous evaluation forms completed by students on a regular basis are an "insider's" source of information on where the program is and the direction in which it needs to go.

- **Exit interviews.** One-on-one, open-ended conversations with students as they are about to complete the program are another means of soliciting their frank and helpful impressions. These may work best if conducted by an outside party (e.g., a volunteer graduate student).

THE ROLE OF CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)

Career and Technical Student Organizations (CTSOs) are making a significant contribution to the development of a world-class workforce as evidenced by their philosophy, goals, and activities.

Common components of a CTSO. There are four common principles that link career and technical student organizations to effective work-based learning. CTSOs

1. motivate youth to become productive citizens
2. enable students to achieve high academic and occupational standards
3. link classroom curriculum to workplace skills
4. lead to employability skills and life-long learning

Recognized as integral to the success of work-based learning are five CTSOs promoted by the Arizona Department of Education:

DECA – an association for marketing students
FBLA – secondary association for business students
FFA – an association for agriculture students
FCCLA – an association for family and consumer sciences students
Skills USA/VICA – an association for industrial/technological and health careers students

Through a proven system of developing leadership skills, positive attitudes, and a sense of community pride, CTSOs serve as a vehicle to transition students into life's work. Student organizations prepare students for life and future careers by introducing them to the corporate culture. They emphasize respect for the dignity of work, high standards, ethics, and quality skills. CTSOs help develop skills that are difficult to teach in schools' curriculum such as communicating effectively, creative thinking, problem solving, personal management, teamwork, and knowing how to learn.

Linkage to business. The active participation of business and industry is a key to the success of these programs. Corporations, labor unions, and trade associations support vocational student organizations at the state level. Through involvement with CTSOs, a business can:

- capitalize on its ability to access some of the best prepared employees
- improve the importance and relevance of curriculum in the educational system
- improve the image of work-based learning
- affect change in the educational process

There is an even exchange of benefits in these partnerships:

- teachers provide better prepared employees
- employers help teachers design and deliver instructional content
- students gain a competitive edge in accessing future employment

Participating students have the opportunity to demonstrate their occupation and leadership skills through performance evaluations in local, state, and national competitions. They strive for excellence because of incentive awards and the direct evaluation provided them by business and industry.

In addition to practical hands-on experiences, CTSO students are provided real-life experiences through community service projects. When students are offered the opportunity to give back to the community through service, they are more likely to understand community problems and issues and provide solutions for tomorrow.

CTSO programs use state-of-the-art technologies and strategies to produce graduates who are mature, responsible, and ready to face the changing workplace. Participants develop skills and knowledges in general education and employability as well as in applied academics and intense technical preparations.

Table of Contents

MARKETING

Overview

For schools to gain the support of the community and nurture effective relationships with employers and community organizations, a full range of marketing activities should be undertaken. This section focuses on three aspects of marketing: promotion, work site development, and designing marketing tools.

Promotion as defined by marketing professionals, includes four categories: publicity, advertising, personal contact selling, and sales. An effective work-based learning marketing program utilizes all of these activities to stimulate community interest and encourage participation in the program.

Promotion. Overall program promotion is usually performed by school district staff on behalf of an entire program. Marketing efforts on this level include public relations, personal selling by administrators, and sales activities like community meetings and brochure development. These activities are broad based and focus on informing the community at large of program benefits and features.

Work Site Development. Personal contact selling is usually performed by individuals who are responsible for developing work-based learning sites and is directly related to their particular programs and students. Work site developers primarily engage in personal contact with individual employers and may utilize sales tools such as business cards, brochures, and flyers created by the school district or themselves. Personal contacts made on this level are the foundations upon which successful programs are built.

Marketing works best when activities on all levels are coordinated. Each marketing activity should be viewed as part of an overall communication strategy whose ultimate goal is developing a successful work-based learning program. The activities described in the following pages should begin during startup activities and continue in various forms as the program grows and changes.

Make sure that each individual involved in marketing activities understands and uses the correct terminology to ensure accurate communication on each level, across all types of marketing activities, and at all phases of development.

> It is essential to create both a regional and a community vision of the work-based learning program that emphasizes learning, experience, and opportunity.

LESSONS FROM THE MARKETING MODEL

Ultimately, the goal – to create more work-based learning opportunities for students – requires a direct sales effort on the part of schools and regions. School representatives need to convince employers to open their doors and create workplace opportunities for students.

The classic marketing model maintains that to be successful, the five P's must be in place before a sales campaign is launched.

Product: The product must be perfected. All sales people need to understand and believe in it, and be motivated to sell it. In this case, schools need to know how work-based learning will be organized and internal audiences – particularly administrators and teachers – need to believe in it.

Price: The price must be set, and it should be one that the customer is willing to pay. With work-based learning, employers need to know exactly what is being asked of them, and schools need to tailor the requests to their own markets.

Place: The place of distribution must have the product available and be ready to handle customer demand. If mass marketing creates a demand that cannot be met at the point of sale, the customer will abandon the effort to buy, the product will fail, and the marketing effort will be wasted. Worse, customers may never return. If work-based learning is promoted and employers are motivated to buy at a time when schedules are not prepared, employers will become frustrated, lose interest, and be reluctant to try again.

Promotion: When the product, price, and distribution channels are in place, and the sales staff is ready to sell, the marketing effort – sales calls, publicity, advertising, direct mail, promotional events – can begin.

People: Identification of the select market target. The people (group) determine the marketing mix and the success of the marketing activities.

During site visits and interviews, it has been observed that many schools, while they are able to organize a handful of work experiences for students, are not prepared to launch a full-scale work-based learning effort. They have not refined their product, set the price, and prepared the distribution channels. They do not know how their work-based learning experiences will be organized to serve a large number of students. They have not addressed curriculum changes – ranging from applied teaching to workplace preparation training. And they have not prepared the entire sales force – teachers, administrators, students, custodians, secretaries, school boards, parent groups, site councils – to support the effort.

The research points out that employees want a program to be well organized, and they want students to be motivated and ready to learn. While some employers have said that they are willing to help teachers and administrators design programs, even then, teachers and administrators need to develop a clear vision of what they want to achieve, and why, before inviting employers to join in.

WORK-BASED LEARNING PROMOTION

Message Strategies. Focus on how work-based learning will improve public education, and how audiences can get involved. Research shows there is no need to persuade key audiences of the need to change our public schools. Limited resources should be focused on describing how work-based learning will improve the quality of education students receive, and how audiences can get involved in creating more opportunities for students.
Emphasize the inclusive nature of work-based learning – that it benefits all students. A wide margin of students believes they will go to college and so do their parents. While statistics show these expectations do not materialize, it would be counter-productive to attempt to convince families otherwise. Communications should emphasize that work-based learning programs benefit all students, regardless of their future plans, because they 1) make classroom learning more relevant; 2) teach skills that apply to any career choice; 3) increase attention on career decisions; and 4) provide the critical edge needed for career success.

Communicate in emotional, anecdotal terms. Throughout the research, the more emotion-laden arguments – keeping kids off the street and in school, giving them hope for a job, keeping college-bound students focused on their studies – appeal more to audiences than statistical ones. Emotional arguments, substantiated by reliable data, should be used to convince audiences that work-based learning will improve the quality of education students receive and is worth the effort.

Have students describe the relevance work-based learning brings to the classroom. Emotion moves audiences, and few are as capable of imparting passion about work-based learning as students involved in structured work experiences and other work-based learning programs. In student focus groups during site visits, students spoke convincingly about how work-based learning experiences have brought relevance to their studies. Communications tools and activities should be structured to include student testimonials and anecdotes in a significant way.

Focus resources on personal interaction over mass media. Research shows the mass media is not connecting with public, parents, students, or business on school reform issues. In fact, parents said they get most of their information about schools from personal observation, school newsletters, and contact with school staff. Resources should be focused on activities that connect all audiences, in a personal way, with work-based learning.

Adapted from School-to-Work Marketing and Communications Plan: Report and Recommendations for 1995-96, Oregon Department of Education, Salem, OR

EVALUATING PROMOTIONAL ACTIVITIES

Take the time to evaluate your marketing activities and discontinue those that don't work or achieve your objectives. Your evaluation techniques should be manageable and practical. Evaluation involves monitoring results by comparing a planned performance against an actual performance. How accurately did your planned budget, timetable, and resources reflect the actual?

SEVEN STEPS OF A SALE

1. **Pre-approach.** Everything you do before you see the customer – such as: market research, identifying the target market, product availability, promotional activities, etc.

2. **Approach.** The initial contact with the customer.

3. **Determine wants and needs.** Observing, listening, and questioning the customer to uncover their reasons for wanting to buy.

4. **Presentation/Demonstration.** Showing, telling, and demonstrating the product/service to the customer.

5. **Overcoming Objections:** Looking at and handling concerns, hesitations, doubts, or other honest reasons a customer has for not making a purchase.

6. **Closing.** Obtaining a positive agreement from the customer to buy.

7. **Plus Selling (Follow-up):** Either selling related product items or making arrangements to follow through on all promises made during the sales process.

How to Use the Seven Steps of a Sale When Marketing Work-based Learning

You are meeting with a group of administrators in a district about the value of work-based learning. The **Pre-approach** step would include all the planning and preparation (including handouts, etc.) that you would have completed prior to the meeting. Your **Approach** would be your introduction. After you have introduced work-based learning, you would ask a series of questions to your group pertaining to what they feel is valuable, what their goals are, their perceptions, etc. By doing this, you are **Determining Their Wants and Needs**. From the information you gather from their responses to the questions and your observations, you do your **Presentation**, incorporating how the program can fulfill their needs. You know there will be **Objections** about the process. How you handle those concerns and doubts will determine your success in **Closing** – having the group support the idea and incorporating it into their system. Once the work-based experiences have been implemented, you then **Follow-up** with additional assistance and support.

MARKETING WORK-BASED LEARNING TO THE PUBLIC

Work-based learning activities need the active support and participation of employers, school administrators, teachers and counselors, students, parents, post-secondary institutions, and community-based organizations. The key to gaining their support is to ensure that each group:

- is aware that work-based learning exists;
- perceives work-based learning accurately; and
- believes that work-based learning is of value to them.

Accomplishing this goal requires acting deliberately through a coordinated and sustained marketing strategy. "One shot" efforts are seldom effective, no matter how good they are.

Public Information Brochure

Develop an 8 1/2" x 11" folded brochure that outlines work-based learning opportunities available to students. The brochure should highlight benefits to students and employers and include pictures of students at work-based learning sites.

When developing marketing materials such as brochures, videotapes, or newsletters, be certain to consider these important points:

Promote the benefits of work-based learning, not the feature. People make decisions to support work-based learning primarily to meet some need of their own. Therefore, everything you communicate to every audience should address the benefits to them.

Understand and address audience concerns "up front". People know that nothing is free. Help them understand how the benefits of work-based learning outweigh the costs. Those costs can be both real and perceived. For example, parents may fear that work-based learning is a form of tracking. Show them that students will have access to post-secondary school options and that success in work-based learning often leads students to consider education options they previously had not considered.

Shift your marketing activities as work-based learning develops. As work-based learning and public opinion toward it evolve, different marketing strategies may be required.

MARKETING WORK-BASED LEARNING TO DISTRICT PERSONNEL

Sell the concept of work-based learning. Provide administrators and school boards with concrete information on the implementation process and success stories of other work-based learning experiences. Provide solid data (e.g., drop-out and post-secondary completion rates) to clarify the need for work-based learning. This is an ongoing process.

Produce formal orientation materials. A formal description of work-based learning that articulates goals, expectations, support structures, and teacher and counselor roles and responsibilities provides an opportunity to address staff concerns. Brochures and handbooks are good formats for orientation materials.

Jobs for the Future, 1994. School-to-Work Toolkit. Building a Local Program. Jobs for the Future: Boston MA. www.jff.org

MARKETING WORK-BASED LEARNING TO PARENTS

Parents can be either enthusiastic supporters or suspicious opponents of work-based learning experiences. Promotion should address parents' concerns.

Invite parents to visit the people and institutions connected with work-based learning. Making it possible for parents to visit the firm(s) and school(s) where their children will be learning can help them better understand the nature of work-based learning. Providing opportunities for them to meet the supervisors and teachers on an informal basis gives parents the chance to discuss their concerns and interests in the program with the people who will be working with their children.

Stress the guidance and career planning components of work-based learning when marketing to parents. Students often complain that "no one at school cares." Stressing to parents that special support will be provided to help students negotiate the demands of work-based learning, making decisions about future education, and career goals will help demonstrate to parents that your system is not "business as usual".

Parent Orientation

At the fall Back-to-School Night, all parents of Newberg High School's structured work experience students are invited to meet as a group one-half hour early. They meet the administration advisory committee members and school coordinator. They are made aware of special work-based learning requirements, highlights, and their role as a parent in the training agreement. Students fill the meeting room with posters advertising their employer. That activity gives free advertising and visibility for participating employers and provides the parents with the chance to see the divers opportunities available to students. The students are given credit for parent participation and for showcasing their work sites.

MARKETING WORK-BASED LEARNING TO STUDENTS

The best incentive for student participation in work-based learning is that it is considered by peers and parents as high status, with a range of post-secondary options including college, work, and technical training. Staff should provide students and the adults who influence them with clear and compelling information about work-based learning design and benefits, emphasizing that it 1) is a stepping stone toward further high value work and post-secondary educational opportunities; 2) doesn't cut off options, but enhances them; and 3) provides support to students. At every step, help students get a clear idea of what it means to participate.

The world of work is foreign to most students. Expectations, rewards, and consequences need to be spelled out clearly through orientation. Marketing activities can play an important role in helping dispel students' initial fear and confusion.

- **Distribute student information packages**, including brochures, course listings, newspaper articles, information on local industry trends, and brief quotes from participants.

- **Hold student assemblies with employers** and have participating students provide testimonials.

- **Host open houses** for students, parents, and staff at employer facilities.

- **Involve students in the promotion process** after the first year of implementation since students can be a program's best friend.

- **Present at middle school civics and career development classes** to promote work-based learning.

- **Conduct community outreach** using newspapers, radio, television, and presentations at parent/community-based organization meetings.

- **Prepare a formal handbook** outlining the policies and expectations of work-based learning.

- **Arrange a separate introduction to a student's particular workplace** as a new employee. Such introductions generally give students necessary information about procedures and expectations (e.g., health and safety rules, attendance and discipline policies, and employee rights and responsibilities). A thorough work site orientation helps build a direct relationship of responsibility and obligation between student and employer. It emphasizes that the student is not just a high school student on a field trip, but has a role and function in the workplace and can make a contribution.

- **Hold a kick-off reception for students and their parents**, hosted by the employers and attended by school and community partners, including local government representatives, as further means of initiating student participation in a supportive work and learning community. A final dinner/awards ceremony at the conclusion of the year can also be held. The following year's recruits can also be invited to view, firsthand, the progress of participating students.

Student Recruitment

One Cooperative Education Department has developed an advertising campaign based around the slogan, "Hire Education". The slogan appears on posters, bookmarks, direct-mail postcards, and school newspaper ads. This emphasis on the economic benefits of the program is only one of the ways in which students are encouraged to participate in cooperative work experiences.

Many students are not prepared to participate in a work-based learning experience that requires them to enter the world of work as a long-term experience, participating in an on-the-job training program, internship, or shadowing experience. The following criteria for students should be considered for their admission to work-based learning experiences.

To be considered for admission to a work-based learning experience, students should

- be 16 years of age, particularly if it is to be a paid work experience;
- meet the academic requirements set by the local school;

- have regular attendance during the current school year with active participation in class activities;
- be interested in the occupation for which the work-based learning experience provides training, as shown in an interest inventory;
- possess the aptitude for the occupation for which they will be training, as indicated on a valid aptitude assessment instrument;
- have teacher and counselor recommendations;
- possess social and personal skills, e.g., meet people well, communicate effectively, work well on a team, and follow rules and regulations;
- be willing to sign an agreement with the school and business/industry agreeing to actively participate in the program;
- have the support of their parents or guardians;
- have an updated six-year plan of study;
- have access to regular and reliable transportation;
- show evidence of strong commitment to the program; and
- be competent, honest, reliable, have respect for authority, and have integrity

MARKETING WORK-BASED LEARNING TO EMPLOYERS

Work-based learning requires employers to play a significant role in designing and providing work and learning opportunities for students. This is a departure from most school-business partnerships that typically are more limited in scope and employer commitment. To recruit employers, work-based learning designers must understand what might motivate employers to play this more significant role and make it as easy as possible for them to get involved.

Basic strategies for recruiting employers include:

- **Using business leaders to recruit their peers.** Peers have the best chance of convincing employers of the value of participation. CEOs and other top managers can gain access to and command the respect of the leaders of other firms with whom they share common concerns and expectations.

- **Anticipating and being prepared to answer employer concerns.** Employers want to hear clear, concise answers to their questions and concerns about work-based learning administration, design, costs, and benefits. Employers who have had mixed results with previous school-business partnerships will particularly want to know how the work-based learning program can be structured for success.

- **Highlighting specific benefits to employers.** The message crafted for employers should underscore the short- and long-term benefits of participation. Two areas of emphasis are broad labor market trends – aging of the existing workforce, rapid technological change, the demand for new skills, the high costs of recruitment, the decline of traditional training pipelines, and the individual firm's civic profile. Other benefits include increased motivation of workers who mentor youth, a predictable and constant access to qualified entry-level workers with strong basic skills and full understanding of work.

- **Building a genuine partnership.** Involve employers early in planning work-based learning so that they have significant responsibility and sense of ownership. Employers will have a greater interest in becoming involved and maintaining their support if they feel that they have had an opportunity to provide input into the system.

- Clarifying the expected roles and responsibilities of employers. Work-based learning requires employers to commit time, staff, and money. It is essential to make clear from the beginning appropriate roles and responsibilities that are consistent with work-based learning goals and basic design. Employers will be more willing to become involved if they know up-front what is being expected of them.

- Having upper-level management sell the program. Secure CEO endorsement and enlist human resource development staff to make a presentation to department supervisors. This will send the message that the program is highly valued and integrated with the company's overall human resources strategy.

- Rewarding work site supervisors for their participation. Formally recognize participation in work-based learning through newsletters, lunch table presentations, seminars, and/or personal thank you letters.

Annual Community Appreciation Reception

Every spring, the Springfield School District honors employees who are participants in the District's various work experience programs. The Annual Community Appreciation Reception is held alternately between Springfield High School and Thurston High School with students who are involved in the program serving as hosts.

Formal letters and invitations are sent to supportive community members and students are responsible for purchasing tickets for themselves and their work experience mentor. The program, emceed by a student, usually runs one hour and includes a light meal and beverages. Musical entertainment is provided as guests arrive and food is served. Several students provide a brief address regarding their experiences at work, with the main focus on thanking mentors for their support of the work experience program.

The reception is organized by all work experience coordinators in the district however students are the main hosts and participants in the program.

Begin by deciding your needs. Decide what type of work-based learning experience you are trying to set up for your students. Carefully consider which employers to target for contact.

Research employers. Gather as much information about potential employers as you can through personal contacts and professional organizations.

Network with your friends and co-workers and ask for contracts within the organizations.

Research each organization. Public libraries often have the publication Contacts Influential that provides specific information about companies such as the number of employees, contact names, and information about other similar companies or organizations.

Survey local organizations. Find out what types of work-based learning activities the organizations in your community are willing to participate in. In some areas, business education compacts take on the role of connecting businesses with schools through the development of databases. In other areas, Chambers of Commerce have assumed this connecting role. In smaller communities, the work-based learning coordinator should prepare to take on this responsibility.

Additional Sources for Identifying and Targeting Employers

Alumni

Assumed business name lists from the small business development centers

Business education compacts

Business publications

Chamber of Commerce

Churches

Civic Organizations

Conferences

Employment department

Executive tip clubs

Federal agencies list

Friends and associates

Non-profit organizations

Private employment agencies

Professional organizations and associations

Telephone book

Want ads

Working parents of students

IDENTIFYING POTENTIAL EMPLOYERS

Some firms are more likely than others to participate in a new work-based learning program. The following criteria can help you focus your initial recruitment efforts on those employers most likely to become involved.

- **Prior investment in school-business partnerships.** Employers who already have served on vocational education advisory boards, school-business partnerships, Tech Prep consortium boards, or district/city-wide education reform committees may be inclined to participate, particularly if their experiences have been positive.

- **Tradition of leadership in community affairs.** Banks, hospitals, and public utilities are typically interested in positive public image and are generally responsive. Business leaders with a history of public service and community leadership can also be powerful allies.

- **Commitment to being a "learning organization".** Firms that invest in the development of worker skills are more likely to have the vision and organizational capacity to provide quality work site learning experiences for young people. Indicators of this kind of commitment include basic skills and English as a Second Language programs, quality management programs, and tuition reimbursement plans.

- **Industry areas which employ large or increasing numbers of employees.** Companies that are growing and those that are not currently hiring but can articulate a three- to five-year hiring strategy to meet their long-term goals can see the need to build their labor supply.

- **Firms and organizations experiencing labor shortages.** Firms experiencing high retirement rates and/or lack of entry-level workers may see immediate need for work-based learning programs.

- **Cooperative labor-management relations.** Workers and their organizations have been active partners in work-based learning experiences in unionized and non-unionized workplace. However, workers often have legitimate concerns about their job security and access to training. Firms with cooperative labor-management relations are more likely to be able to resolve these issues.

- **Friendly competition with firms in the same industry.** One firm's participation can encourage others to jump on board. The perception that a rival may gain prestige, publicity, community approval, or access to labor can be a powerful motivator.

- **Familiarity with U.S. and European work-based learning models.** Firsthand knowledge of youth apprenticeship or other work-based learning systems can increase employer receptivity.

ESTABLISHING STUDENT WORK SITES

Effective communication is the foundation for developing and maintaining work-based learning sites.

Some employers will prefer to have a single point of contact to maintain and develop relationships with schools. Work-based learning coordinators or business education compact personnel can fulfill this role. Other employers will prefer to work directly with school staff members responsible for placing students in their organizations.

Call employer(s) and community organizations. It is always best to have the name of an individual within a company to call. In marketing terms this is referred to as a "warm" call. If you don't have a name you will need to do a "cold" call. When cold calling, explain your reasons for calling and ask for the name of the person who might be responsible for this type of activity. You may be referred to the Human Resources Department or Personnel Department, especially in large organizations.

Prepare a phone conversation script that has all the information you'll need to give an employer. Introduce yourself and ask for some time to discuss work-based learning. Explain work-based learning needs clearly and concisely. Emphasize the benefits of participation. When preparing your script, pretend that you are the employer. What would you want to know first? e.g., liability? time commitment? paper work? costs? What would make you listen to what you have to say? e.g., concern for the well-being of young people? benefits for the company? Solicit questions and immediate concerns from the employer. If possible, set up a meeting time for further discussion.

Confirm arrangements by letter or phone call.

Meet the work site staff in person. Bring written material. Some suggestions:

- Provide business cards, flyers, letter of introduction, booklets, sales packet/portfolio, name tags, brochure, flip charts, agreement form, newsletters, letters from the high school administrator

- Practice professionalism. When meeting with the employer, follow the same interview guidelines you teach your students. Know your material. Listen well. Utilize good communication skills. Respect the employer's time. Dress appropriately. Most businesses have stricter dress requirements than do schools.

- Conduct the meeting in a place where interruptions are minimal.

- Give a brief explanation of your program needs. Include information about type and age of students involved. Use the meeting to learn about the work site and the industry. Do more listening than talking. Allow time for questions from both sides.

- Emphasize the benefits of participation. Benefits can fulfill needs or solve problems. Potential benefits for employers depend on the type of activity in which they participate. Some possible benefits to employers include access to motivated part-time personnel, reduction in training costs and pre-screening time, opportunities to observe possible candidates for full-time jobs, and, most importantly, the satisfaction of knowing that they are taking an active role in improving the community. Use persuasion skills to "sell" participation to work site staff.

ADDITONAL DISCUSSION TOPICS MAY INCLUDE:

- Availability of adequate personnel to provide training
- Willingness of the work site supervisor to work with the student
- Coordination of planning and implementation of the instructional program and efforts to ensure that students complete their programs of study
- Wage scales, hiring practices, working conditions, promotion, and job mobility
- Work site staff's understanding of student needs, willingness to discuss problems with the coordinator
- Employer's relationship with the community, other employers, customers, client labor groups
- Any constraints imposed by bargaining agreements

Adapted from Washington State Community and Technical Colleges' Guide to Work-Based Learning Programs

Get the commitment. Ask for what you want – participation and support. Be honest and clear about your expectations. Employers do not like surprises.

Prepare and sign written agreements where applicable. Make sure that all involved parties understand work-based learning expectations and responsibilities. Employers appreciate having things spelled out. Work experiences (internships, apprenticeships, etc.) require formal training agreements signed by all parties. Less formal experiences (job shadows, informal observations) can use simple checklists or outlines.

Exit Policy. Establish an exit policy early in the implementation stage. This policy should contain several steps that show good faith on the team's part to help a student. This may include:

- student/teacher conference
- parent contact by phone
- student/parent/counselor/teacher conference

The results of these activities may build a case for retention or removal of a student from the work-based learning experience.

It is critical that a single student does not negatively impact a placement relationship with business/industry. An effective exit policy will help to maintain good relationship for all. Be sure the elements of your exit policy are clearly understood and signed by all key participants: school, work, parent/guardian, and student.

Set up time(s) for students to participate. For older students, setting up their own appointments and schedules can be a valuable part of the learning experience. Make sure that everyone who needs to – parents, employers, students – has correct information about when and where activities will take place.

RECRUITING WORK SITE STAFF

Dedicated trainers and mentors are essential to successful student learning experiences at the work site. Department supervisors and staff may have misgivings about getting involved in work-based learning, anticipating the demands placed on their time. Address their concerns while highlighting the personal and professional rewards of providing guidance and training to students.

- **Use peer-to-peer recruitment.** Build a cadre of staff who are committed to education and enlist their help in recruiting their peers. Prospective mentors and trainers will be more receptive to the work-based learning concept when it comes from respected colleagues.

- **Encourage upper-level management to sell work-based learning.** Secure CEO endorsement and enlist human resource development staff to make a presentation to department supervisors. This will send the message that work-based learning is highly valued and integrated with the company's overall human resource strategy.

- **Address key questions and concerns.** Taking on the role of a mentor or trainer means changing the way department supervisors and staff do their work. Work with the CEO or human resources department to answer questions about job security, liability, and potential impact on productivity.

- **Clarify roles and responsibilities.** Mentors and trainers must commit significant time and energy to their student progress. Clarifying roles and responsibilities, and the ways in which mentor participation supports the goals of the company, can help recruit work site staff to work-based learning.

- **Build in support systems.** Mentors and trainers need orientation and support to work effectively with students and to structure quality work-based learning experiences. A head mentor or work site coordinator can help manage work-based learning at the work site.

- **Reward employees for their participation.** Formally recognize employees' participation in work-based learning through newsletters, lunch table presentations, seminars and/or personal thank you letters.

Jobs for the Future. School-to-Work Toolkit. Building a Local Program.

CONNECTING STUDENTS WITH WORK SITES

Establish an application process for the purpose of matching. This will help the work-based learning coordinator learn about the student and make appropriate matches with work sites to ensure that the work-based learning experience addresses the student's interests, needs, and goals.

Match participants with work sites. Site supervisors will want to participate in the selection of the students they will be working with, especially if they are providing a paid work-based learning experience. They will want to select individuals who are compatible with their staff and work activities. Arrange student interviews with site supervisors and allow them to select the students to be placed in their work sites whenever possible. Have students prepare resumes, applications, and cover letters. Employers may request these materials prior to or during an interview.

FOLLOW UP

Call or visit with the student's site supervisor. The amount of contact depends upon the type of activity. For activities that last less than a day, like job shadows or observations, a follow-up call or letter is usually appropriate. Longer activities such as mentoring, cooperative education placements, internships, and practicums require ongoing contact between school and work site staff. A minimum of two contacts during a twelve-week term is considered appropriate. If concerns or problems arise, nore frequent contact may be necessary.

Use follow-up contacts to check on a range of issues. Discuss student participation and progress, concerns, or problems. Ask informal, open-ended questions to help elicit information from the site supervisor about the experience.

Send an evaluation form to be completed by the site supervisor. Evaluation forms should focus on the student's participation as well as the employer's impression of the activity and how it could be improved. The student's evaluation can be included in his/her portfolio or as part of a written report.

Have student(s) send a thank you note to employer. If necessary, provide students with a simple thank you letter. Encourage students to personalize their letters by highlighting at least one thing that they learned or enjoyed during the experience. Suggest that students ask permission to use the employer as a reference.

Send a thank you from the school as well. We all like to know that we are appreciated. Keep small note cards and envelopes on hand. A short, personal, hand-written note is often more valued than a letter or memo unless the letter can be placed in a personnel file. If it is not possible to write a personal note, at least send a form letter. It is great PR for next time.

Other ways to say thank you

Give certificates
Conduct award or recognition ceremonies
Give small, inexpensive gifts such as pens or note pads with school/program name

Create an employer file. Document all employers and the activities in which they have participated for future reference. Maintain a mailing list of organizations that are active in work-based learning. This database should also include the names of individual students who have worked with each organization. Recalling the experiences of past participants can be helpful when placing new students.

Stay in touch with employers. They will be more inclined to work with you if you have a good, ongoing relationship. Some ideas: encourage student(s) to write letters some time later explaining how the experience made a difference; publish a quarterly newsletter or one-page flyer sharing student/employer activities.

EVALUATION

Take time to reflect on your site development process to identify strengths and weaknesses in your presentation and make adjustments as necessary. Ask employers for input on how your marketing efforts could be improved. Focus on streamlining the site development process for the benefit of everyone involved.

AWARENESS

Awareness activities generally take place at the elementary level. Application of classroom speakers, career days/career fairs, field trips, and personal interviews can supplement instruction at the secondary and postsecondary levels provided the student outcomes require higher levels of analysis, synthesis, and application. They are designed to make students aware of the broad range of careers and/or occupations in the world of work including options that may not be traditional for their gender, race, or ethnicity.

Awareness activities range from limited exposure to the world of work through occasional field trips and classroom speakers to comprehensive exposure. The latter may involve curriculum redesign, introduction of students to a wide span of career options, and integration with activities at the middle school.

Importance of Career Awareness for the Elementary School (K-6)

Young children and schools (K-6) can benefit from work-based learning experiences in the following ways:

- They broaden children's knowledge related to careers.
- They help the children begin to consider career goals.
- They provide opportunities for children to see how academic skills are utilized in the workplace.
- They serve to establish school as the foundation connecting other levels of education as well as the workplace.
- They help bring the community into the classroom.
- They help build community support for the school.

Importance of Career Exploration for the Middle School (Grades 7-8)

Students in the middle school grades can benefit from work-based learning experiences in the following ways:

- They provide children with opportunities to have hands-on experiences related to careers.
- They provide children helpful information that can be used as they begin to set career goals.
- They help children see the relevance/application of academic skills as they are used in the workplace.
- They motivate children to learn.
- They help children connect their academic experiences of grade school with those to come in later years.
- They give meaning to many of the concepts being learned.
- They help build community support for the school.

CLASSROOM SPEAKERS

Classroom speakers provide one of the easiest methods to use when introducing work-based learning concepts because it provides students with opportunities to meet a work(s) in person and ask career/job related questions while in the familiar classroom environment. Through planned classroom speaker experiences, students gain information on a wide range of

occupations both traditional and non-traditional in nature. Classroom speakers generally begin at the elementary level with a primary goal of increasing student career awareness levels. Even though one-day or one-shot career-related guest speakers may seem like a special occasion to students and the learning value offered by these experiences may often appear to be minimal, with proper planning and structuring, classroom speakers can be a valuable learning experience that is integral to classroom learning and student motivation.

To assist the classroom speaker in addressing relevant work-based information, a list of desired topics and student/classroom information should be provided to him/her prior to the presentation.

Work-based information may include:

- overview of current job duties
- entry level skills and educational requirements
- job attributes (work location, physical/mental/emotional aspects, workplace culture, salary, etc.)
- related jobs/careers and possible career ladders

The true value of this experience can be found in the student activities conducted before and after the actual classroom speaker presentation. To increase the educational value of classroom speakers it is critical that students prepare for, reflect on, and apply the career information gained.

Guidelines for Using Classroom Speakers

- Determine specific subject and career development objectives for the activity
- Involve students in the planning process
- Request your administrator's permission
- Select the firm, organization, or individual keeping in mind the students' ages, interests, and abilities
- Provide speaker with necessary facts such as:
  - size of group
  - date, time, and place
  - time duration
  - grade/age of group
  - subject/career development objectives to be covered
  - follow-up activity planned
  - interests/abilities of students
  - availability of audio-visual equipment
- Confirm the arrangement one or two days before scheduled date of activity
- Explain to students why the activity has been planned
- Stress the importance of good behavior and appearance
- Assign a student to greet the guest speaker
- Express formal appreciation at the end of the session

Pre-Classroom Activities

- Identifying industries/jobs that interest your students
- Researching the industry to be addressed
- Studying the aspects of the job to be addressed
- Developing questions for the speaker

Post-Classroom Speaker Activities

- Interviewing other people in similar occupations
- Discussing the information provided by the speaker
- Evaluating the presentation
- Role playing the career/job
- Researching additional information on the industry, related careers, or jobs
- Reading stories about the same occupation(s) or industry (ies)
- Summarizing the speaker information
- Comparing careers/industries to determine similarities/differences
- Writing and sending formal thank you letter(s) for the visit

CAREER DAYS/CAREER FAIRS

Career days/career fairs can provide students (middle school, high school, postsecondary) with an opportunity to receive work-based information on careers of special interest. Career days/career fairs encourage students to focus on one or more potential career options.

Career days/career fairs activities are designed to help students think about their interests and abilities in relation to potential careers and to meet people who can assist them in getting the necessary skills and experience for workforce success. Special events are typically held to allow students to meet with educators at the next educational level (high school, postsecondary), employers, employees, or human resources professionals to learn about education and work opportunities. Information may be distributed through brochures students receive from visiting firms or school representatives via formal or informal discussions/presentations held in the classroom, on the school grounds, or during tours.

Career Days/Career Fairs Activities

- Guest speakers from a range of occupations discussing their careers
- Graduates of the school return to discuss their jobs or educational programs
- Evening presentations on a variety of careers or an in-depth look at a particular career field
- Film festivals displaying showing videos depicting various careers
- Postsecondary or job fairs on the high school or community college campus

PERSONAL INTERVIEWS

Another valuable work-based learning activity is student interviews of workers in person, over the telephone, or via the internet. In addition to learning career-related information, students must use thinking and organizing skills to develop a list of questions, practice interviewing skills for effective communication, and apply new information received.

As with all classroom activities, it is critical that planning and identification of student objectives precede the experience and that students reflect on the process and information gained. Personal interviewing can be accomplished with a minimum of use of time, does not require transportation or readily available businesses in the surrounding community. The use of computers and the internet can be an additional resource for students.

NOTE: Refer to Classroom Speaker portion of the Awareness Section of this manual for guidelines.

FIELD TRIPS

Even though one-day or one-shot career related field trips may seem like a special occasion to students and the learning value offered by these experiences may often appear to be minimal, with proper planning and structuring, field trips can be a valuable learning experience that is integral to classroom learning and improves student motivation. Field trips take the student into the actual work setting to see the workplace "in action". Field trips provide the opportunity to see job skills applied to actual production/client services, worker interactions, and work environments. Field trips extend the learning environment beyond the classroom and into the community to show the relationship of school and work. All of the prior experiences (speakers, personal interviews, career days/career fairs) can be included in a field trip experience if it is planned properly.

Planning an Effective Field Trip

- List and clarify career development and course objectives for the trip
- Select a destination that will best meet the objectives
- Determine the total cost of the trip, if any
- Obtain administrative approval
- Have students list specific purposes for the trip
- Contact the place to be visited. Get the name of a contact person and discuss the following:
    - date
    - time of arrival
    - duration of the trip
    - size of group that can be accommodated
    - objectives of the trip
    - luncheon accommodations, if needed
    - number of chaperones required
    - grade/age level of students
    - interests/abilities of students
- Contact the tour guide/host for final confirmation one to two days prior to the visit
- Make a preliminary visit to the site to gain a better understanding of what the location has to offer, if possible
- Arrange transportation
- Have a signed parental consent form for each student
- Invite chaperones
- Prepare students:

- discuss the value of taking notes, taking pictures, paying attention, inc.
- anticipate questions concerning activities being observed and participate in discussion
- discuss guidelines for behavior on the trip
- dress and grooming
- bus behavior
- courtesy toward host, chaperones, and each other
- obedience of safety rules
- recheck the itinerary and times for arrival and departure

Pre-Field Trip Activities

- Researching /studying aspects of the job and/or industry to be addressed
- Developing questions for the speaker

- Identifying appropriate dress for the trip
- Identifying what students will be touring and seeing
- Identifying what information students should be seeking (a printed information or question page may be helpful for students)

Post-Field Trip Activities

- Interviewing others in similar occupations/industries
- Role playing the career
- Additional research
- Reading stories about the same occupations or industries
- Summarizing the field trip
- Comparing jobs, environments, required education/training, etc. (a good use for student completed question page)
- Analyzing how the business affects local/state economy
- Defining and listing all aspects of the industry

Table of Contents

JOB SHADOWING

Introduction

Job Shadowing is one of the most popular work-based learning activities because it provides students with opportunities to gather information on a wide variety of career possibilities before deciding where they want to focus their attention.

Job shadowing is typically a part of career exploration activities in late middle and early high school. A student follows an employee at a firm for one or more days to learn about a particular occupation or industry. Job shadowing can help students explore a range of career objectives and select a career major for the latter part of high school.

Job shadowing is a competency-based education experience that occurs at a work site but is tied to the classroom by curriculum that coordinates and integrates school-based instruction with work site experiences. Job shadows involve student visits to a variety of workplaces, during which time students observe and ask questions of individual workers. Unlike field trips, students play an active role in learning. Classroom exercises conducted prior to and following the job shadow are designed to help students connect their experience to their course work and relate the visits directly to career pathways, related skills requirements, all aspects of an industry and post-secondary education options.

- Commitment varies from one hour to one full day per student
- Provides students a realistic view of a specific job
- Allows student to observe employees on the job
- Students are allowed time to ask questions
- Students may be required to complete related class assignment (journal, questions, etc.)

SETTING UP A JOB SHADOWING EXPERIENCE

Identifying Host Sites. The first step in setting up a shadowing experience is finding employers who are willing to host students. Many districts mail interest forms to different organizations with the community to establish a pool of possible sites. Students may also identify possible sites on their own or with the help of parents.

Making Appointments. For many students, contacting the organization and setting up dates and times to visit can be a valuable part of the learning experience. If the student already has a contact within the organization, encourage him or her to make connections through that person. If necessary, provide the student with the name and number of a contact person. Make sure that the job shadow coordinator is aware of the arrangements that have been made.

Confirming Plans. Students should contact the host to confirm arrangements and answer any questions about job shadowing.

Preparing Students. Students need to be thoroughly prepared before they go out on a job shadow. In addition to classroom preparation that focuses on research and exploration, there

are practical concerns to be addressed as well. Many districts provide students with job shadow kits that contain a combination of the following:

- **Permission Slips.** Your district may require a variety of permission slips for activities that take students off school property. Permission slips are the most effective means of making sure that students, parents, and teachers are informed about the activity.
  - **Parents** – Parents should know where their children are going and why. Some districts include permission slips at the end of an informative letter about the job shadow experience. Permission slips should also cover transportation needs and medical emergencies.
  - **Teachers** – Students should also be given a form on which each of their teachers can indicate that they have been informed about missed class time and provide instructions for make-up work.

- **Outline of dress and behavior expectations.** While the classroom preparation for career exploration activities usually covers this information, it never hurts to reinforce the message that dress and behavior standards in the workplace are different than those at school. Remind students that they are representing the program and the school, as well as themselves. The coordinator should be aware of the dress code at each work site and discuss appropriate attire with students. Students should be informed about sexual harassment issues.

- **Questions to ask during the visit.** Students won't always know what questions to ask of their host. It may be helpful to provide students with a list of questions about career opportunities, educational requirements, and job descriptions. These questions may also be used as research information in a follow-up activity or as the foundation for further exploration.

- **Checklist.** Give students a checklist that includes everything they need to do to prepare for the job shadow. Preparing a resume, getting permission slips signed, arranging schedules and transportation (if necessary) and doing background research are all possible checklist items.

- **Thank you letter instructions.** A thank you letter to the job shadow host is very important. Many districts provide students with a sample thank you letter to use as a model. Encourage students to include at least one thing they learned or one classroom lesson that was reinforced during the visit. Thank you letters should be reviewed by a teacher prior to being sent to ensure grammatical correctness, etc. (perhaps as part of a class assignment).

- **Evaluation materials.** Ask students to evaluate their shadowing experiences. Evaluations can also be included as part of a follow-up activity in which students write or talk about their experiences.

Preparing Employers. Employers must be thoroughly prepared for the job shadowing experience. Make sure that employers are aware of everything that they are expected to do. Many districts prepare a handbook for employers which contains a combination of the following:

- **Overview of legal responsibilities.** Although the job shadow is less complicated legally than other work-based learning activities, there are still some legal issues that employers should know. Make sure that job shadow hosts understand potential liabilities in advance.

- **Instructions for working with young people.** Many professionals are unaccustomed to the unique challenges of communicating and working with young people. Remind hosts that they may be faced with student attitudes and expectations that may seem unrealistic in the workplace. Encourage hosts to provide as many active learning experiences as possible.

- **Activity suggestions.** If time allows, hosts should conduct mock interviews as a means of making the experience realistic for students. Hosts should also try to give students an accurate representation of the day-to-day activities of the work site by following their normal routines as much as possible.

- **Use of basic skills.** Encourage employers to emphasize the ways in which mathematics, language, science, writing, listening, and interpersonal skills are used in the workplace.

- **Checklist.** Employers will probably find a checklist very useful. Checklist items might include: arranging parking, assigning hosts to individual students, preparing to interview students and informing other members of the organization about impending activities.

- **Copies of student questions.** Help employers to be better prepared by letting them know what kinds of questions students will be asking.

- **Evaluation materials.** Employer response to the job shadow program is essential for maintaining a successful operation. Provide employers with forms on which they can evaluate student participation, as well as the program itself.

CONNECTING THE CLASSROOM TO THE WORK SITE

It is important to make the job shadowing experience meaningful by connecting it to classroom learning. Connecting activities can take many forms, and should take place at all stages of the shadowing experience.

Pre-experience Activities

- Students research the general career fields and specific organizations in which they will be shadowing
- Students write about their preconceptions and expectations for the job shadow
- Students prepare questions to ask their hosts based on their research and writing
- Students and teachers discuss professional standards for behavior and dress
- Teachers emphasize practical applications for the concepts and skills they teach in class

On-site Activities

- Students ask hosts about the ways in which different academic subjects relate to their work
- Students observe practical applications of academic concepts
- Students ask hosts about their career paths and suggestions they have for others who are interested in the field

Post-experience Activities

- Students write about the differences between their expectations and the realities of the workplace
- Students and teachers discuss the connections they see between classroom learning and the workplace
- Students write, revise, and send thank you letters to employers
- Students continue their career research in light of what they have learned during the job shadow experience

Table of Contents

Job Shadowing Questionnaire

Name of Student:_____Date:_____Time/From:_____To:_____

Name of Job Site: _____ Manager or Contact Person: _____

Area/Job shadowed:_____Person shadowed: _____

Student Interview Questions:

- ✓ **"Is your job a full time position?"** _____
- ✓ **"What are your hours/days of work?"** _____
- ✓ **"Is there a dress code?"** _____
- ✓ **"What type of technical training did you need to have to apply for this job?"** _____

_____

- ✓ **"Describe your duties on the job?"** _____

_____

_____

- ✓ **"How is this job satisfying or meaningful for you?"** _____

_____

_____

- ✓ **"Do you supply any of your own equipment or tools?"** _____

_____

- ✓ **"What types of employment benefits do you receive through this employer":**

___ health insurance ___ vacation time ___sick leave ___ retirement benefits

___ dental insurance ___ profit sharing ___ vision insurance ___ 401K

- ✓ **"Which benefits are the most important to you?"** _____
- ✓ **"Do you have any recommendations for me?"** _____

_____

_____

Student's reflection after shadowing:

- ✓ **Was the job what you expected?**
  - ♦ **f yes, why?** _____
  - ♦ **If no, why not?** _____
- ✓ **Is this a job you would like to do full time?** _____
- ✓ **Note three things you learned from this shadowing?**
  1. _____
  2. _____
  3. _____
- ✓ **What did you like best about the job?**

_____

- ✓ **What did you like least about the job?**

_____

- ✓ **List the occupational terms you heard or read while at the job site?**

_____

_____

_____

- ✓ **Your final thoughts:**

_____

_____

_____

ALL SHADOWING EXPERIENCES MUST BE FOLLOWED WITH A STUDENT THANK YOU NOTE!

MENTORSHIP

Introduction

Mentorship experiences provide opportunities for developing one-on-one relationships between students and professionals in the career fields they are exploring. Through the mentor/student relationship, students learn specific information about the world of work and develop skills related to the mentor's career field. Mentorships offer professionals a chance to make direct contact and share their insights and experiences with young people.

Mentorship is a competency-based educational experience that occurs at the work site but is tied to the classroom by curriculum that coordinates and integrates school-based instruction with work site experiences.

A mentorship is a formal relationship, as opposed to visits, between a student and a work site role model who provides support and encouragement to the student. A mentor helps the student become accustomed to the rules, norms, and expectations of the workplace and can provide career insights and guidance based on personal career experience. A mentor serves as a resource to student, helping him or her resolve personal problems and work-related issues and conflicts.

- Commitment varies from one hour to several days per month.
- Criminal background and character reference checks are conducted on all adult mentors.
- Mentorships provide a learning activity (non-paid), not an actual job.
- Mentorships provide youth with an adult who will serve as an advisor and coach.
- The experience may provide career insights and model the ways in which basic skills and continuous learning relate to success.
- The school assists in matching students with adult mentors.

Mary's Story

During her freshman year, Mary completed several job shadows. To her surprise, she found that she was most excited about her shadowing experience in a commercial food production facility. As a sophomore, Mary requested placement in a mentoring work-based learning experience. She was matched with Betty, a supervisor at a commercial bakery.

For two hours each Wednesday throughout the school year, Mary and Beth met to discuss a variety of issues of interest to both of them. Sometimes they talked about career opportunities in the industry and sometimes they talked about their dreams and aspirations. Mary attended meetings with Betty, taking notes and typing them for Betty's use at a later date. As a mentor, Betty helped to prepare Mary for her CTSO event competition. Mary kept a journal of her experiences, and once monthly reported her activities to her school advisor.

At the end of the school year, both Mary and Betty completed evaluations of the mentorship. Both Mary and Betty found that they had benefited in many ways

from the experience. In fact, Betty was so pleased with Mary's growth that she offered her a summer job.

SETTING UP A MENTORSHIP EXPERIENCE

Identifying Potential Mentors. The first step in setting up a mentoring experience is finding individuals who are willing to take on the responsibility of mentoring a student. Many districts mail interest forms to different organizations within the community to establish a pool of possible mentors. Students may also identify possible mentors on their own.

Mentor Selection:

1. Mentors should be selected from individuals who:
   - are interested in working with young people
   - are skilled workers who are willing to share their skills
   - set high standards for those they are mentoring

2. Mentors will need clarification regarding student and school expectations. A formal training program for mentors from various businesses would provide a forum for mentors, instructors, counselors, and placement personnel to discuss the overall goals of the program.

3. Clear guidelines should be set so all students are treated equally and learn in a non-judgmental environment.

4. Mentors are responsible for deciding what hours they want the student to participate.

5. Develop common expectations and student success criteria.

6. Define roles and responsibilities.

7. Maintain ongoing communication.

Background Checks. Because of the personal nature of the mentor/student relationship, it is necessary to take precautions to ensure student safety. The school must complete a criminal background and character reference check on each mentor prior to placing a student.

Placing Students. In most cases, the school arranges student placement in mentorship experiences. Connecting students with mentors they will be comfortable working with can be difficult. One possible approach is to give the student and potential mentor an opportunity to meet and "interview" one another prior to placement. Doing this gives both parties a chance to identify potential problems before a commitment is made. Invite parents to meet with and approve of all potential mentors, as well.

Some districts sponsor activities at the outset of the mentorship experience in which students and mentors have a chance to get to know one another. Retreats or other activities can serve this purpose well. A one-month trial period may also be valuable when establishing mentoring relationships. Students and mentors may be asked to evaluate the experience at the end of the first month to make sure that both parties are interested in continuing their relationship.

Arranging Schedules. The mentor and student should arrange a meeting schedule that is convenient for both of them. Meetings should take place in public settings or visible business

settings for the safety of both mentor and student. It is best if the meeting time is the same each week, though some mentor's schedules may make this difficult. Two or three hours per week of meeting time is the standard arrangement.

Confirming Plans. Students should contact the mentor to confirm arrangements and answer any questions about the program.

PREPARING STUDENTS.

Students need to be thoroughly prepared for embarking on a mentorship experience. In addition to classroom preparation that focuses on career research and exploration, there are practical concerns to be addressed as well. Many districts provide students with a mentorship packet that contains a combination of the following:

- **Mentorship agreements.** These agreements outline the responsibilities of both the mentor and the student, as well as the purpose of the academic expectations for the mentorship experience. The forms should be signed by the student, the mentor, and the program coordinator. Parent/guardian signature may be needed for minor students.

- **Outline of dress and behavior expectations.** While the classroom preparation for career exploration activities usually covers this information, it never hurts to reinforce the message that dress and behavior standards in the workplace are different than those at school. Remind students that they are representing the program and the school, as well as themselves. The coordinator should be aware of the dress code at each work site and discuss appropriate attire with students. Students should be informed about sexual harassment issues and appropriate steps to take to report harassment.

- **Goals/objectives worksheet.** Students should be encouraged to develop a list of goals and objectives for the mentorship experience. The list should include skills the student wants to acquire and concepts the student needs to understand. Goals and objectives should relate directly to the classroom work and career development activities that the mentorship experience supports.

- **List of Questions.** Students should list questions to discuss with mentors regarding the knowledge to be gained through the mentorship.

- **Checklist.** The coordinator should give students a checklist that includes everything they need to do to prepare for the internship experience. Preparing a resume, developing objectives, contacting employers, arranging schedules and transportation (if necessary), and doing background research are all possible checklist items.

- **Disclosure of Personal Information.**

- **Evaluation materials.** Ask students to evaluate their mentorship experiences. Provide evaluation forms at the beginning of the experience so the student is aware of the things on which they will be evaluated. This may also be helpful as they develop a list of goals and objectives. Evaluations can be included as part of a follow-up activity in which students write or talk about their experiences.

PREPARING MENTORS

With the possible exception of the coordinating teacher, no individual is more critical to a mentorship than the individual mentor. Although the nature of the relationship varies depending on the experience, it is this individual who is best qualified to help students understand the opportunities of the industry. Mentoring, particularly of young people, can be highly rewarding, but requires a firm commitment and significant effort outside of routine job responsibilities. Specifically, the coordinating teacher should identify mentors who are willing and able to:

- actively assist in their efforts to establish goals relative to career development
- provide training to develop skills for the immediate task and for future opportunities
- reinforce the value and relevance of academic skills
- serve as a role model, both specific to the job and for the greater good
- advised the student in terms of job performance, growth opportunities, and networking
- coach the student on specific job skills
- orient students to all aspects of the industry
- advocate on behalf of the student, both to management and to other gatekeepers
- evaluate student performance in a constructive manner
- create a supportive, trusting relationship
- look out for the best interests of the student at all times
- ensure the health and safety of students in the workplace

Mentors must be thoroughly prepared for the mentoring experience. Make sure that mentors are aware of everything that they are expected to do. Many districts prepare a handbook for mentors which contains a combination of the following:

- **Overview of legal responsibilities.** There are many legal issues that mentors need to be aware of including discrimination and sexual harassment laws. Make sure that mentors understand their legal responsibilities and potential liabilities in advance.

- **Instructions for working with young people.** Many professionals are unaccustomed to the unique challenges of communicating and working with young people. Remind mentors that they may be faced with student attitudes and expectations that may seem unrealistic in the workplace. Encourage mentors to provide as many *active* learning experiences as possible.

- **Activity suggestions.** Remind mentors that the purpose of the relationship is to provide students with career-related guidance. Encourage mentors to allow students to participate in as many work-related activities as possible, especially those activities that offer an opportunity to develop workplace skills.

- **Checklist.** Mentors will probably find a checklist very useful. Checklist items might include: arranging meeting times, planning with program coordinator to insure that academic requirements are met, signing mentorship agreements, arranging student work space as appropriate, and preparing information for students about company policies and procedures.

- **Disclosure of Personal Information.**

- **Copies of student questions.** Help mentors to be better prepared by letting them know what kinds of questions students will be asking.

- **Evaluation materials.** Employer response to the mentorship program is essential for maintaining a successful operation. Provide employers with forms on which they can periodically evaluate student participation, as well as the program itself. Students should be evaluated on a variety of criteria which may include:

- use of tools and equipment
- quality of work
- professional appearance
- technical skills
- initiative
- quantity of work
- maturity
- safety practices
- attendance
- dependability
- relations with co-workers
- communication skills

Workplace Mentor Training. Workplace mentors must be educated in how to construct effective training plans. The process will not come naturally to many, and some workplace mentors will need to be convinced of the validity of the process. Workplace mentor training must include job task analysis and the "hows" and "whys" of setting a knowledge base to facilitate student learning and the mastery of complex job requirements. In addition, workplace mentors will need to be trained in how to access appropriate resources in the development and implementation of training.

Suggested training topics include:

- Mentor roles and responsibilities
- Dealing with diversity
- Conflict resolution
- School and work: bridging the gap
- Effective communication with adolescents
- Self-esteem and the adolescent
- Workplace curriculum and development
- Identification and sequencing of tasks
- Job tasks analysis/DACUM analysis
- All aspects of the industry and broad skill development
- How to coordinate, scaffold, and build on basic skills
- Managing student rotation and coordinating learning across departments
- How to individualize student needs into training plan development
- Methods of work site assessment (including portfolios and projects)

School districts use a variety of settings to conduct mentor training. Some have training in the late afternoon, the end of the workday for many businesses. Other school districts hold two 2-hour "breakfast meetings" with mentors, starting at 7:00 am.

-Adapted from Cooperative Education Skill Standards Certificate Program
Wisconsin Department of Instruction
Madison, Wisconsin

Responsibilities of a Career Mentor

1. Honor the time commitment you have made to the student by being consistent and available.
2. Foster a positive work-related relationship with the student.
3. Work with the student to encourage and advance educational goals.

4. Expose the student to the world of work and the importance of work-related skills needed for success.
5. Demonstrate the relevance of the following values:
    - reliability
    - teamwork
    - attendance
    - responsibility
    - loyalty
    - work ethic
6. Be non-judgmental and accepting of other lifestyles, cultures, socio-economic status, religious affiliations, etc.

CONNECTING THE CLASSROOM TO THE WORK SITE

It is important to make the mentorship experience meaningful by connecting it to classroom learning. Connecting activities can take many forms, and should take place at all stages of the mentorship experience.

Pre-experience Activities

- Students research the general career fields and specific organizations in which their mentors work
- Students prepare questions to ask their mentors based on their research and writing
- Students and teachers discuss professional standards for behavior and dress
- Teachers emphasize practical applications for the concepts they teach in class

On-site Activities

- Students ask mentors about the ways in which different academic subjects relate to the work they do
- Students observe practical applications of academic concepts

Post-experience Activities

- Students write about the differences between their expectations and the realities of the workplace
- Students and teachers discuss the connections they see between classroom learning and the workplace
- Students continue their career research in light of what they have learned during the mentorship experience

SUPERVISED OCCUPATIONAL EXPERIENCE

Introduction

Supervised occupational experience (SOE) programs are teacher-supervised, individualized, hands-on, student developed projects that give students real-world experience in an occupation.

A Supervised Occupational Experience may involve:

- student ownership of an occupational-related enterprise
- placement in an occupational-related job in the community
- placement in an occupational-related job in the school's occupational laboratory
- placement in a research-based, home/community or experimentation setting

During their experience, students are supervised by the occupational instructor in cooperation with parents/guardians, employers, and other adults who assist them in the development and achievement of their educational goals. Payment for student work is not essential to the SOE experience, however, child labor and minimum wage laws do apply to employers providing these experiences.

BENEFITS OF A SUPERVISED OCCUPATIONAL EXPERIENCE

Effective SOE programs help students by providing

- real-world experiences that enhance the school-to career transition
- skill development opportunities
- motivation to learn
- academic integration/reinforcement opportunities

In addition, SOE programs can strengthen your occupational education program by

- improving school–community relations
- serving as motivational tools to enhance learning
- keeping you in touch with current technologies and occupational practices
- promoting parental involvement and program support
- developing public awareness of the program
- improving the local occupational industry
- maintaining and promoting active CTSO involvement
- keeping your instruction practical, relevant and industry-based
- providing year-round learning opportunities

THE INSTRUCTOR'S ROLE

As the occupational instructor, you will motivate and guide all your students through their SOE programs and coordinate involvement with parents/guardians, employers, the school system, and CTSO recognition opportunities. Here are key related activities:

- identify appropriate SOE opportunities in the community
- ensure SOE programs represent meaningful learning activities that benefit students, the occupational education program, and the community

- inform school administrators, the school board, advisory groups, and the general public about SOE programs and secure their support
- provide classroom instruction about SOE programs
- adopt a suitable record-keeping system students can use to track accurate financial transactions and record their progress, including skills and competencies attained
- communicate clearly to students, parents/guardians, employers and others the purposes and procedures for SOE programs
- help all students select quality SOE programs based on their individual aptitudes and abilities
- help students plan SOE programs and acquire needed resources
- provide adequate and meaningful supervision
- coordinate SOEs among students, parents/guardians and employers
- provide necessary individual instruction to students related to their SOE programs
- evaluate SOE programs
- encourage students to improve their SOE programs
- provide employers, parents/guardians, and students sufficient advance notice of your supervisory visits
- select and secure appropriate training stations
- evaluate training stations for suitability for SOE programs

QUALITY INDICATORS

Five factors define a quality supervised occupational experience program. Quality SOEs are

- teacher supervised
- documented
- curriculum based
- student managed
- planned and comprehensive

In addition, the student receives recognition for the SOE.

Three levels of quality have been identified within each factor. See Sample Forms at the end of this section for a rubric you can use to assess the quality of students' SOE programs.

SOE PARTNERSHIP SUCCESS

Successful SOE programs require cooperation among the student, instructor, parent(s)/ guardian(s), and employer. In addition to these active partners, support is needed from the school administration, guidance personnel, advisory committees, community groups, local and state supervisors, and teacher educators. The best SOE programs include partners with the following attitudes, skills, knowledge, and support:

An **occupational instructor** with

- high expectations,
- strong self-concept,
- knowledge of SOE philosophy,
- knowledge of SOE relevance to learning,
- university preparation and inservice training on SOEs,
- career/business/industry knowledge,
- social skills necessary to interact with others,
- opportunities for instructor recognition for quality SOEs, and
- knowledge of the integrated nature of the SOE with instruction and the CTSO.

Students **with**

- high expectations,
- career opportunities,
- an understanding of the importance of SOEs,
- examples of quality SOEs,
- an opportunity to see SOEs (tours),
- course credit based on SOE quality,
- course grades based on SOE quality,
- opportunities for local CTSO awards based on SOEs,
- opportunities for state and national CTSO recognition for quality SOEs, and
- an understanding of traditionally strong SOEs with the program.

Parent(s)/Guardian(s) who

- receive positive contacts from the program,
- receive personal face-to-face contact with program staff,
- understand the value of SOEs to their children,
- encourage their children's participation, and
- support the instructor's guidance and supervision of the program.

Employers who

- understand the purposes and philosophy of SOE programs,
- are aware of the relationship of SOE programs to classroom learning,
- understand their responsibilities related to the student's SOE program,
- understand the student's and instructor's responsibilities related to the program, and
- commit to an SOE partnership with the student through a written agreement.

School Boards Members and Administrators who

- have knowledge of the benefits of SOEs,
- establish policies that support SOEs, and
- provide quality program designs that include SOE opportunities.

Business, Industry, and Community Supporters who

- provide SOE sites,
- serve on advisory committees,
- understand the positive outcomes of SOEs, and
- participate in a real two-way linkage for program operations.

Successful SOE programs also require the following components.

Resources including

- time
- financial support
- sites for SOEs
- political support
- knowledge of quality SOEs
- documents and procedures for operating SOEs
- ideas (best practices) for innovative and high quality SOEs

Assessment procedures that

- maintain high standards
- provide students with exemplars
- incorporate the CTSO awards program
- are based on clearly defined quality indicators

STEP-BY-STEP SOE PROGRAM DEVELOPMENT

Here is a plan for introducing, establishing and managing supervised occupational experience (SOE) programs. Check off each activity as you complete it.

Develop instructional programs to meet students' needs and interests. Quality instructional programming is important and inspires high-quality SOE programs.

Find out what types of experiential learning are expected by the school. This gives you an indication of how students can craft SOE programs to fulfill the school's overall expectations and/or requirements. Pay special attention to school-to-work, work-based-learning requirements.

Teach students about SOEs.

Introductory class

Getting acquainted with SOEs

- What is an SOE?
- Why have it?
- What type of experience program—now and in the future?
- What are the requirements of an SOE?

Planning SOEs

- immediate plans
- long-range plans

Other classes

- re-planning the SOEs (annually) including immediate and long-range plans
- managing money earned through SOEs

Teach parent(s)/guardian(s) about purposes, benefits, and types of SOEs.

Explain purposes of SOEs during on-site instructional visits before students enroll.

- Explore possibilities only.
- Give some indication of possible types of SOEs.
- Indicate minimums, expectations, rules, etc.

Hold meetings of all parents/guardians to teach and explain the values, purposes, and conduct of SOEs.

- annual meeting of parents/guardians of first-year students
- periodic meeting of all students' parents/guardians

Arrange conferences with student/parent(s) or guardian(s)/teacher (at student's home) to plan the SOE program. See Special Forms at the end of this section for a Conference Record you can use.

- specific program for the year (finalize)
- business agreement

Inform industry representatives of the value, purposes, and conduct of SOE programs.

Ask advisory committee to sponsor informational meetings.

Visit businesses.

Investigate and establish training centers for SOE placements.

Develop a list of prospective cooperating employers based on advisory committee and administrator suggestions and personal knowledge and contacts.

Interview prospective cooperating employers to determine if employment situation is suitable and employer is interested in participating.

Select training centers using the following criteria:

- provides a variety of experiences
- employer willing to provide a training program
- supervision will be provided
- employer willing to pay the student an acceptable wage in accordance with abilities and work performed
- up-to-date equipment, facilities, industry practices, etc.
- employer understands the purposes of SOEs
- business and employer have a good reputation in the community
- good employer–employee relationships

Select training centers and obtain approval of advisory committee and administration.

Select students for placement-type SOE programs

Ask students to complete application.

Collect information from other teachers.

Interview students and meet with parent(s)/guardian(s) to complete student agreement.

Select students based on application, teacher input, interview, and the following criteria:

- parent(s)/guardian(s) approve of participation
- ability and willingness to work
- will work the minimum hours required
- positive attitude concerning the experience – interested for the training value, not merely for a job while in high school
- school attendance records indicate student will report for work regularly
- desirable personal attributes – initiative, cooperation, teamwork, honesty, etc.

Be rather “selective” while you and the cooperating employers are just learning to implement SOE programs.

Cooperate with students and parents/guardians to select training centers.

Make tentative assignments. Factors to consider include

- student's occupational goal and objectives
- personality match between employer and student
- student's abilities to perform required type of work – mechanical, meeting people, etc.

Request that the employer interview student and approve definite assignment.

Complete a training agreement and training plan for each SOE program (entrepreneurship or placement).

Detail exact expectations, understandings and arrangements for the SOE in the training agreement. Ask the student, parent(s)/guardian(s), and employer to sigh it.

Detail specific training activities in the training plan. Make sure the student, parent(s)/guardian(s), employer, and you all have copies.

Encourage students to use record–keeping systems available from state and national organizations to track SOE progress.

Supervise SOE programs (see form, page 10-9) and continue educating all partners through on-site visits, record book reviews, and group meetings.

SOE QUALITY INDICATORS RUBRIC

The five factors that define a quality supervised occupational experience (SOE) program are listed below. There are three levels of quality in each of the five factors. Using the narrative descriptions, you can assess the quality of a student's SOE. To be considered in one of the three levels – initial, commendable or superior – a student's SOE must achieve that level's entire narrative description.

INITIAL	**COMMENDABLE**	**SUPERIOR**
1. The SOE is documented. Student begins a record system and keeps appropriate records in a timely fashion with assistance; begins resume.	Student maintains accurate records with some assistance; understands and summarizes records; updates resume.	Student analyzes records, evaluates practices and identifies alternatives based on his/her records with little assistance; updates resume.
2. The SOE is curriculum based. *Information (knowledge)*: Student uses knowledge gained from instruction in planning SOE; marginal portions of curriculum are included in the SOE.	*Skill and Application:* Student uses curriculum skills in carrying out SOE; student can apply information and skills in varied situations; major portions of the curriculum included in the SOE.	*Integration and Synthesis:* Student uses occupational and academic principles to arrive at end products; assesses new situations and selects appropriate knowledge and skills from curriculum. The entire curriculum is included in the SOE.
3. The SOE is student managed. Student applies a limited number of classroom-learned skills in real-world settings with direct assistance; student does not control decisions.	Student applies an increased number of classroom-learned skills in real-world settings with little direct assistance; student may control some decisions.	Student applies classroom-learned skills in real-world settings with student-initiated assistance; initiates and controls decisions.
4. The SOE is planned and comprehensive. Student experiences a limited range of activities; focuses on limited skills; sets short-term goals. SOE is teacher-driven and planned.	Student experiences skills that meet curricular expectations; accomplishes short-term goals; uses both managed and independent activities.	Student experiences a wide range of skills that exceed curricular expectations; accomplishes previous and sets new long-term goals; works independently.
5. Student receives recognition for SOE. Student receives peer and teacher, parent and/or employer recognition for SOE accomplishments.	Student receives certificates and local membership degrees and receives public and school media recognition.	Student receives recognition based on SOE above the chapter level and is recognized through public media.

Table of Contents

STUDENT – PARENT(S)/ GUARDIAN(S) – INSTRUCTOR CONFERENCE RECORD

Student name: _____ Date: _____

Parent(s)/guardian(s) name(s): _____

_____

Address: _____

_____

Home phone: _____ Other phone: _____

E-mail address: _____

Student's past experience in work-based learning:

_____

_____

Student's current involvement in work-based learning:

_____

_____

Student's interest in SOE program:

_____

Parent(s)'/Guardian(s)' wishes for student's career development:

_____

_____

Other observations:

_____

_____

Table of Contents

SOE PROGRAM SUPERVISION RECORD

Student name: _____ Date: _____

Travel (miles): _____ Time: _____ to _____

Description and observation of current SOE program:

_____

_____

Suggestions, comments and instruction offered to student:

_____

_____

Future needs, education, support and/or follow-up:

_____

_____

Condition of records: ☐ Excellent ☐ Good ☐ Poor

Discussed program with parent(s)/guardian(s) or employer during visit:

☐ Yes ☐ No

Name(s): _____

Other Notes:

_____

_____

Signatures

Student: _____

Parent/Guardian: _____

Employer: _____

Instructor: _____

LABORATORY/SIMULATION/PROJECTS

Introduction

Laboratory/Simulation experiences provide students with the opportunity to learn industry standard equipment usage, learn and practice job skills, and apply goal setting, decision-making and problem-solving skills to work-based situations.

Laboratory/simulation experiences primarily occur in the school setting. All laboratory experiences and classroom simulations are to be developed in the context of an industry or career path. The value of laboratory/simulations is directly related to connection with industry standards through the use of validated skills and the use of industry standard equipment. By organizing laboratory environments to simulate industry, students are able to work in flexible surroundings in groups or independently to apply problem solving and decision-making skills while developing new products or concepts. Common laboratory/simulation configurations include:

- **Job-simulation Labs.** As in other school-based work experiences, a job-simulation lab can provide students with simulated, real job experiences that accurately represent work performed in the workplace. The most common example of this type of experience is the business education classroom. Work stations are modeled after a work station outside the school setting.

- **Vocational/Occupational Labs.** Vocational/occupational labs are the most common form of school-based work experience. These labs are used to show students the relevance of academic courses by providing a context for application. In order to serve as a quality experience, it is important that the programs teach occupational skills that are relevant to the workplace. It is imperative that the lab be equipped with current technology, and that the work-based experience in these programs accurately simulates experiences in the workplace.

- **Mock Business/Industry Projects.** These projects can be used in both academic and vocational classes. In many cases, the students can produce products that will allow the students to experience a manufacturing and service delivery process.

- **Class and Organization Projects.** Through projects, sometimes used for community service or as fundraising activities, students can have relevant hands-on experiences that integrate learning from multiple disciplines into a related and authentic project.

ELEMENTS TO BE CONSIDERED

- Adequate class time to complete projects/simulation
- Sufficient space to encourage flexible work activities
- Access to technology including industry standard equipment
- Instructional materials, supplies, and tools
- Teacher professional development activities (to update industry skills and classroom management)
- Possible interdisciplinary projects and team teaching

Table of Contents

SERVICE LEARNING

Introduction

Service Learning is a teaching methodology that enriches learning by engaging students in meaningful service to their schools or communities through careful integration with established curricula.

Authentic Service Learning should:

- link service and academic learning
- provide concrete opportunities for youth to learn new skills, thing critically, and test new roles
- encourage students to perform service that makes a contribution to the community
- create a stream of service that is ongoing and valuable to the community, the school, and the student
- involve youth voice from beginning stages

According to the National Commission on Service Learning, Service Learning:

- links to academic content and standards
- involves young people in helping to determine and meet real, defined, community needs
- is reciprocal in nature, benefiting both the community and the service providers by combining a service experience with a learning experience
- can be used in any subject area so long as it is appropriate to learning goal
- works at all ages, even among young children

Service Learning is not:

- an episodic volunteer program
- an add-on to an existing school or college curriculum
- logging a set number of community service hours in order to graduate
- compensatory service assigned as a form of punishment by the courts or by school administrators
- only for high school or college students
- one-sided: benefiting only students or only the community

BENEFITS OF SERVICE LEARNING

Benefits of Service Learning for the Student

- gain actual work experience and begin networking for potential employment
- grow personally and professionally from the experience
- may help focus on a career choice
- acquire knowledge and skills needed to make a positive community contribution
- empowers youth to analyze, evaluate, and synthesize 'real life' situations through practical problem-solving
- students are provided the opportunity to make a community contribution
- students in the classroom are linked with application of knowledge in the community

Benefits of Student Learning for the Community

- enhance service organization's ability to provide services
- clients are able to receive more personal contact through student volunteers
- a source of energy and talent is provided for community projects

Benefits of Service Learning for the School

- enhanced image of the institution and student in the community

- facilitates a variety of effective teaching strategies that emphasize youth-centered, interactive, experiential education

Fish To Goats

A team of Solutions students began working on a project to help increase the numbers of Yellowstone Cutthroat trout in local streams. Through a combination of research and trial and error, the students developed some very successful in-stream incubation techniques. As they worked on the project, they realized that there were many factors contributing to the declining numbers of trout. They realized that hatching lots of eggs wouldn't help unless they dealt with some of the other factors contributing to the problem.

Student research found that one contributing factor was weed infestation. Noxious weeds were crowding out the native grasses. When it rained, the weeds were not able to hold the topsoil as well as the native grasses and the streams filled with sediment. So, what began as a fish hatching project developed into a noxious weed elimination project. Further research indicated that weeds could be eradicated using a type of Cashmere goat. At that point the weed project developed into a goat project. Students began experimenting to see if goats would eat the weeds. The goats were so good at eradicating the weeds that students began further research to discover what could be done with goat by-products such as the meat, fleece, and hides. Then the goat project developed into a spinning and weaving project involving natural fibers. Currently, students are learning how to spin and weave, and have made scarves out of the Cashmere.

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570 West Fir Street
Shelly ID 83274

SETTING UP A SERVICE LEARNING EXPERIENCE

Identifying Potential Work Sites. The first step in setting up a service learning experience is finding individuals and organizations that are willing to take on the responsibility of working with a student. Many districts mail interest forms to different organizations within the community to establish a pool of possible work sites. Students may also identify possible service learning sites on their own. The service learning program depends on the maintenance of a pool of potential work sites that match up with student educational and career objectives. Successful work sites are a valuable resource that can be utilized over and over again.

For more detailed information on this subject, see the Marketing section of this guide.

Placing Students. Either the school or the student can arrange student placement in service learning experiences. Connecting students with work sites that will meet their needs and provide relevant experiences is the most important aspect of planning the service learning experience. Organization staff will want to interview prospective volunteers to ensure a good match. Programs may allow students who are already involved with an organization that provides community service relevant to their studies to earn service learning credit for their volunteer experience.

Arranging Schedules. The work site supervisor and student should arrange a work schedule that is convenient for both of them. Ideally the schedule is consistent from week to week so that the work site can prepare meaningful service learning experiences for the student and reinforce positive work habits.

Confirming plans. The student should contact the work site supervisor to confirm arrangements and answer any questions he/she may have about the program.

Preparing Students. Students need to be thoroughly prepared before embarking on a service learning experience. In addition to classroom preparation that focuses on career research and exploration skills that will be applied at the work site, there are practical concerns to be addresses as well. Many districts provide students with a service learning experience handbook that contains a combination of the following:

- **Work experience agreements.** These agreements outline the responsibilities of both the work site supervisor and the student, as well as the purpose of and academic expectations for the service learning experience. The student, the work site supervisor, and the program coordinator should sign the forms. Parent/guardian signatures may be required for minor students.

- **Outline of dress/behavior expectations.** While classroom preparation for career exploration activities usually covers this information, it never hurts to reinforce the message that dress and behavior standards in the workplace are different than those at school. Remind students that they are representing the program and the school, as well as themselves. The coordinator should be aware of dress code at each work site and discuss appropriate attire with students. Students should also be informed about sexual harassment issues.

- **Goals/Objectives worksheet.** Students, work site supervisors, and program coordinators need to work together to develop a list of goals and objectives for the service learning experience. The list should include skills the student needs to acquire and/or practice and concepts the student needs to understand and apply. Goals and objectives should relate directly to the classroom work and career development activities which the service learning experience supports.

- **Checklist.** Give students a checklist that includes everything they need to do to prepare for the service learning experience. Developing objectives, contacting organization staff, arranging schedules and transportation (if necessary), and doing background research are all possible checklist items.

- **Evaluation materials.** Students will be evaluated by their work site supervisors throughout the service learning experience. Provide students with copies of the evaluation forms so that they can be informed about the basis of their evaluations. Ask students to evaluate their service learning experiences, as well. Students should be encouraged to write or talk about their experiences as a means of better understanding what they have learned. Student evaluation of the program can also be helpful as an element of ongoing program improvement.

Preparing Work Site Supervisors. Work site supervisors must be thoroughly prepared for the service learning experience, as well. Make sure that they are aware of everything that they are expected to do. Many districts prepare a handbook for work site supervisors that contains a combination of the following:

- **An overview of legal responsibilities**. There are many legal issues that work site supervisors need to be aware of, such as safety concerns and child labor, discrimination and sexual harassment laws. Make sure that work site supervisors understand their legal responsibilities and potential liabilities in advance.

- **Instructions for working with young people.** Many professionals are unaccustomed to the unique challenges of communicating and working with young people. Remind work site supervisors that they might be faced with student attitudes and expectations that may seem unrealistic in the workplace. Encourage hosts to provide as many *active* learning experiences as possible.

- **Activity suggestions.** Remind work site supervisors that the purpose of the service learning is to provide students with an environment where learning can take place in the context of community service. Encourage supervisors to allow students to participate in as many learning activities as possible, especially those activities that offer an opportunity to develop workplace skills.

- **Checklist.** Work site supervisors will probably find a checklist very useful. Checklist items might include: arranging meeting time, planning with program coordinator to insure that academic requirements are met, signing work experience agreements, arranging student workspace as appropriate, and informing students about organization policies and procedures.

- **Evaluation materials.** Employer response to the service learning program is essential for maintaining a successful operation. Provide employers with forms on which they can evaluate student participation, as well as the program itself.

CONNECTING THE CLASSROOM TO THE WORK SITE

It is important to make the service learning experience meaningful by connecting it to classroom learning. Connecting activities can take many forms and should take place at all stages of the experience.

Pre-experience activities

- Students research the general career fields and specific organizations in which their service experiences take place
- Students write about their preconceptions and expectations related to the organization in which their experience will take place
- Students prepare questions to ask their colleagues based on their research and writing
- Teachers emphasize practical applications of the concepts and skills they teach in class

On-site activities

- Students learn actual job skills by participating in work-related activities
- Students observe practical applications of academic concepts
- Students work toward achieving individual goals and objectives

Classroom/Seminar

Classroom instruction and/or seminars provide students with opportunities to better understand their service learning experiences and enhance their learning. Schedules can vary from three meetings per term to as often as daily. Curriculum can include:

- Job search skills and techniques, such as resume writing and interviewing skills
- How to develop goals and objectives
- Reflective assignments, such as weekly logs and journals
- Education on workplace issues such as: sexual harassment, workplace basics, managing conflict, responding to criticism, labor laws, discrimination, professionalism
- Workplace skills and techniques related to student placements
- Guest speakers
- Round-table discussions
- Collaborative learning activities
- Values clarification

Post-experience Activities

- Students write about the differences between their expectations and the realities of the workplace
- Students and teachers discuss the connections they see between classroom learning and the workplace
- Students continue their career research in light of what they have learned during the service learning experience
-

- The National Service Learning Clearinghouse
ER7 Associates
4 Carboneau Way
Scotts Valley CA 95066

STANDARDS OF QUALITY
FOR
SCHOOL-BASED AND COMMUNITY-BASED SERVICE LEARNING

School-based and community-based service learning initiatives have much in common, and both are served by attention to standards and good practice. Each desires to serve and educate young people. Both are strengthened by community service activities that are recognized by the community and the youth as meaningful. Subtle differences exist, however. Where school-based initiatives can benefit from intentionally linking the service experiences of students to what they are studying in the classroom, developing specific learning objectives fitted to the mission of the sponsoring or recipient agency can strengthen community-based initiatives. Yet, even when these differences exist, better understanding the language, objectives, interests, and issues faced can strengthen each school-based and community-based service learning initiatives by the other. The presentation of the two sets of standards together helps identify areas of significant overlap and subtle divergence, and underscores the opportunities for schools and community agencies to work together for common goals.

Community service is a powerful tool for youth development. It facilitates the transformation of a young person from a passive recipient to an active service provider and consequently helps redefine the perception of youth in the community from a cause of problems to a source of solutions. When combined with formal education (school-based) and/or when thoughtfully organized to provide concrete opportunities for youth to acquire knowledge and skills and to make a positive contribution (community-based) service becomes a method of learning or "service learning." Service learning enables teachers and youth development professionals to employ a variety of effective teaching strategies that emphasize youth-centered, interactive, experiential education. Service learning integrates curricular concepts with "real-life" situations and empowers youth to analyze, evaluate, and synthesize these concepts through practical problem-solving, often in service to the community.

Service learning connects young people to their community, placing them in challenging situations where they associate with adults and accumulate experiences that can strengthen traditional academic studies. Service learning also makes classroom study relevant, as young people apply their skills in the world beyond the school's walls with work in math, social studies, language arts, and science.

Service activities provide an opportunity for youth and adults to work together in solving community problems and improving the quality of life. In the process of working toward common goals, youth and adults engage in meaningful dialogue and develop trust and respect for each other. They recognize both have needed skills and knowledge to contribute to society. Awareness and acceptance of significant roles for youth in the community are powerful forces in dispelling the sense of isolation and alienation so many young people suffer today.

Although the terms "service learning" and "community service" are sometimes used interchangeably, they are not synonymous. Community service can be, and often is, a powerful experience for young people, but community service ripens to service learning when there is a deliberate and explicit connection made between service and learning opportunities which are then accompanied by conscious and thoughtful occasions to prepare for and reflect on the service experience.

Effective service learning responds to the needs of the community as well as to the developmental and learning needs of youth. Duration of the service role, type of service, desired outcomes, and the structure for reflection must all be designed to be age-appropriate. Service learning is most effective when it combines community needs and youth's interests and is compatible with their skills and abilities.

The following standards of service learning are not a list of absolutes or even a complete inventory of the elements that contribute to high quality. In developing these standards, recognition was given to the wide diversity of regions, populations, communities, and programs they will embrace. They are designed to be broad-reaching in their scope, yet concrete enough to be translated into action as a measure of success in the use of service-learning.

Table of Contents

WHAT IS SERVICE LEARNING?

Service learning is a method by which young people learn and develop through active participation in thoughtfully organized experiences that...

School-based

- Meet actual community needs
- Coordinate in collaboration with the school and community
- Integrate into each young person's academic curriculum
- Provide structured time for a young person to think, talk, and write about what he/she did and saw during the actual service activity
- Provide young people with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities
- Are a practical application of what is taught in the school
- Help to foster the development of a sense of caring for others

Community-based

- Meet actual community needs
- Coordinate in collaboration with the school and community
- Support the learning objectives of the organizations
- Provide structured time for a young person to think, talk, and write about what he/she did and saw during the actual service activity
- Provide young people with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities
- Expand the young person's learning environment to include the broader community
- Help to foster the development of a sense of caring for others

- *Alliance for Service-Learning in Education Reform*
Close Up Foundation
44 Canal Center Plaza
Alexandria VA 22314-1592
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Table of Contents

SERVICE LEARNING STANDARDS

Whenever planning, implementing, or improving a service learning program, practitioners incorporate practices that have proven effective. The Alliance for Service Learning in Education Reform (ASLER) developed standards for quality school-based and community-based service learning. The standards are as follows:

1. Effective Service Learning efforts strengthen service and academic learning.

Service learning efforts should begin with clearly articulated learning goals, to be achieved through structured preparation and reflection – discussion, writing, reading, observation – and the service itself. Learning goals – knowledge, skills, attitudes – must be compatible with the development level of the young person.

The examples that follow demonstrate that service can be linked to academics in many ways and at all grade levels. Even in the primary grades (school-based) and/or their earliest years (community-based), when the youngest children are learning about their own school or neighborhood, they can engage in conservation or recycling projects. Children in elementary school might plan safe routes for the walk to and from school by applying mathematics, observation, and map skills. In secondary school (school-based) and/or when they are older (community-based), adolescents can explore issues such as hunger through virtually every academic discipline: crop rotation and rainfall in science and geography, computing individual and collective nutritional needs in mathematics, the economics of food distribution and efforts of governments to address these problems in social studies, and so on. Service at a food distribution center could reinforce all this learning by placing it in the context of community needs.

2. Model Service Learning provides concrete opportunities for youth to learn new skills. To think critically, and to test new roles in an environment that encourages risk-taking and rewards competence.

The experience of serving in the community, however laudable, is not an end in itself. By performing meaningful work, young people can develop and apply new skills, try on different roles, and plan – constantly reinforcing connections between academic learning and the "real world."

In making the immediate world their laboratory, service learning has the potential to enable students to develop increased self-reliance in real settings. They learn to work cooperatively and to relate to peers and adults in new and constructive ways. Their self-image improves in a legitimate way, not because of imagined good feelings but rather as a result of increased competence and positive experience.

Students/youth who work at a senior center learn about aging, the demographics of community, available social services, government policy, history, and human relations. Those who help supervise young children at a child care center learn about child development, parenting, and social policy. School students/youth who develop a plan for school or community recycling and investigate local services develop an understanding of the promise of recycling as well as the challenges it poses. In each circumstance, students/youth learn to plan, analyze problems, and test out new and challenging roles.

3. Preparation and reflection are essential elements in Service Learning.

Two essential elements that give service learning its educational integrity and inherent quality are preparation and reflection. Preparatory study of the context, problems, history, and policies enriches student/youth learning as do deliberate discussion and other classroom (school-based) or related (community-based) activities. Preparation also should introduce the skills and attitudes needed for the service to be effective.

Reflection is the framework in which students/youth process and synthesize the information and ideas they have gained through their entire service experience (school- and community-based) and in the classroom (school-based). Through the process of reflection, students/youth analyze concepts, evaluate experiences, and form opinions – all in the context of the school curricula or the pre-determined learning goals of the community-based organization.

Engaging in structured reflection also assists young people to gain a greater sense of themselves. For example, when learners are asked to think about their own goals and progress in a service learning experience, they have the opportunity to master self-assessment skills that can help them to become more independent learners. They acquire insights that allow them to build on their strengths and set goal in areas where they know they need further development. Reflection also offers teachers/youth development professionals an opportunity to identify the knowledge students/youth have gained through service. The methods used can assist students/youth with portfolio development or other assessment techniques (school-based) or self-assessment (school- or community-based).

4. Youths' efforts are recognized by those served, including their peers, the school, and the community.

In large and small ways during the period of service as well as with a culminating event, students should share with the community and their peers what has been gained and given through service. Recognizing the work that children and youth perform reinforces the significance of the enterprise and the worth of the young people.

In a society that values work and measures people's importance by the jobs they do, young people, especially adolescents, are perceived as non-contributing members. Credit for their achievements, affirmation of the skills they have mastered, and appreciation for the time they have devoted to the community should be acknowledged publicly.

This recognition can be done through the school, the school district (school-based), youth organizations or in the community (school- or community-based). For example, local newspapers can publicize the work done by youth, recognizing individual achievements while increasing awareness of learning through service.

Whether a culminating activity is a presentation about the service, a book of essays, pictures, a party, a picnic, or an outing, there are many forms that end-of-project recognition may take. Student/youth creativity and energy should be utilized in the planning and execution of the event.

5. Youth are involved in planning.

When young people are given the opportunity to work in after-school and senior centers, tutor young children, or lead an effort to clean up a local stream, they are being entrusted with important work with the expectation that they have the ability to perform it. Building that trust is essential to the success of the effort. That is why it is critical to involve young people at the very beginning of the work. Moreover, it provides teachers/youth organization workers with very important opportunities to encourage curiosity and foster planning and analytical skills.

Instead of being told that they will be helping in the community, youth might be asked to determine the needs of the community in which they live. Even if it has been concluded that there are certain sites that are open to receiving young people, the youth might be polled to find out how they would like to participate. For example, if there is an interest among teachers/youth organization workers in environmental issues, the student body/the youth might be interviewed by a core group of student/youth information-gatherers to find out what concerns peers have and what ideas they have for addressing these concerns. Teachers and advisors/youth organization workers then serve as facilitators who make the tasks realistic and doable, but the engine is driven by the youth, not by the adults.

Just as it is necessary to build consensus and support for any group effort in the adult world, it is also necessary to gain the support of young people in reaching out to the community.

6. The service students perform makes a meaningful contribution to the community.

The service roles or projects that involve students/youth in service learning will differ widely, depending upon the age of the young people, the needs of the community, and the specific learning goals that have been determined. However, whatever the activity, the following features are shared by high quality approaches/effective strategies:

- **The service must be real**. It must fill a recognized need in the community or in the school (school- and community-based).

- **The service activity must be developmentally appropriate.** For example, an effort to refurbish a park could consist of the following projects: Younger primary students/the youngest children study plants, grow flowers from seeds, and plant them in the park. Older primary students/older children research what types of birds live in the park's trees and build bird houses or feeding stations which they continue to maintain throughout the year. Intermediate-age students/youth extend the school's/community's recycling program to the park – learning about and working with city agencies to institute it, decorating collection bins, and designing posters to increase community awareness. High school students for health science classes (school-based) and older students interested in health science (community-based) design and build an exercise path; in art class (school-based) or in art (community-based) they create murals for park buildings; in social studies (school-based) or as a social action project (community-based), they survey the community to find out what neighbors would like the park to be used for and report their findings to the appropriate government agency.

- The school may also be part of what makes up "the community." Agencies, alone, may not be able to absorb all the student placements, so meaningful service can be performed at schools as well.

- A tangible or visible outcome or product results from the service and when possible demonstrates the learning outcomes.

7. Effective service learning integrates systematic formative and summative evaluation.

All learning programs, especially relatively new ones, can benefit from systematic evaluation. While anecdotal evidence of a program's effectiveness is useful, more systematic methods for assessing the impacts of service learning are needed, particularly since the field of service learning is growing rapidly and demand for in-depth understanding of program models and approaches is high.

Such assessment includes (a) detailed documentation of program components and processes; (b) the outcomes identified by, and expected of, all participants (i.e., students/youth, community members, schools); and (c) the impact of the service learning program on all individual participants, youth organizations, schools, and the community.

Assessment processes can vary in extent and complexity, depending on the nature of the questions asked and on available time and resources. For example, if one question is, "Do students' attitudes toward school (school-based) or education/learning (community-based) change as a result of involvement in service learning?" attitudinal measures can be taken at various points, or indirect measures such as school attendance can be used.

A question like, "How does service learning affect civic responsibility?" would require measures that assess components of civic responsibility such as values, behaviors, and attitudes to be administered over an extended period of time. If the question is, "In what ways can the experiential learning pedagogues associated with service learning help to bring about education reform?" then assessment methods need to focus on the relationship between experiential teaching techniques and their multiple effects on learning and development.

A major benefit of formative (ongoing) assessment is program improvement. Ongoing data supplies necessary information regarding program design in relation to program purpose and pinpoints where modifications might be necessary or desirable.

Summative assessment also affects program development and in addition provides aggregate information on the overall effectiveness of a particular program model. A combination of formative and summative assessment, whether done on a small or large scale, helps ensure that programs remain responsive to their purpose and participants.

8. Service Learning connects the school or sponsoring development organization and its community in new and positive ways.

Service learning can reduce the barriers that often separate school/youth and the larger community. Students/youth learn that they can move beyond their small circle of peers and take their place as contributing members of the community as they discover that learning occurs throughout the community in traditional and non-traditional settings – libraries, public agencies, parks, hospitals, etc. Relations are enhanced as agencies, citizens, and local government officials find that their expertise and counsel is sought by the school (school-based); whereas learning occurs as youth-serving agencies, citizens, and local government officials collaborate by sharing expertise (community-based). Through service learning, schools and an array of community institutions become genuine partners in the education and development of youth.

Just as school administrators/youth workers have an obligation to support the coordinated implementation of service learning in the community, the community must be committed to supporting service learning in the schools (school-based) and the educational goals of service for the young people (community-based). For school-based service learning, communities must recognize and respect the curricular goals strengthened in the schools by service learning. Communities must work with the schools/youth-serving agencies to ensure that students' service opportunities are structured to be consistent with learner outcomes.

9. Service Learning is understood and supported as an integral element in the life of a school or sponsoring organization and its community.

School-based In order for service learning to be accepted and succeed in any setting, it must receive institutional support for its philosophy and its financial requirements. School-based service learning needs the support of both district and building administrators. Too often, educators enthusiastic about service learning are offered token support, largely in words of praise for the "wonderful work" that is being accomplished.

Community-based In order for service learning to be accepted and succeed in any setting, it must receive institutional support. Too often, youth-serving agencies enthusiastic about the results of service learning offer professionals token support, largely in words of praise for the "wonderful work" that is being accomplished.

School-based and community-based While spoken recognition is important, what is significant is the provision of the time that goes into exemplary service learning. Teachers/youth organization workers who implement service learning, either as a discrete class/project, as a part of their subject area lessons, or with thematic or interdisciplinary learning, must be supported with planning and implementation time as well as a reasonable budget for student/youth incentives, expenses such as transportation and training, and other outside resources that can be crucial to the success of the effort.

The development, implementation, and coordination of service projects in the community/outside the classroom require a level of support that must extend beyond the efforts of any individual or group of teachers/youth organization workers. Service learning can enhance school-community partnerships, but to do so, it must be presented to the community in a manner that does not conflict with community interests.

To ensure the stability of these school-community (school-based) and community (community-based) partnerships, schools and school districts/youth development organizations implementing the service learning must provide continuing and visible oversight as well as coordination among community interests and classroom teachers/youth organization workers.

Administrators should ensure that the climate of the school/organization is open to service learning. Even those who are not directly involved in service learning should understand its significance.

Teachers and students/adults and youth must understand why some students/young people have different schedules and may appear to be receiving special treatment as a result of doing service. The whole school/community must be aware of the learning and service goals that enable students/youth to pursue these goals.

Similarly, when there are placement sites, even those who do not have direct contract with students/youth must understand and welcome the young people. Students'/youths' roles must be clearly articulated and their tasks carefully defined with the awareness of the administration and clients of the agency so that the work the youth perform is respected.

The learning and service goals must be clearly defined and understood by all involved. Parents play a critical role in the service learning equation. At the minimum, their permission must be obtained in order for the young people to serve. But they must be brought into the process at an early enough stage so that they fully support the notion of service and the unique learning opportunities that service provides.

Communication of the benefits of service and its impact on attitude toward school or education/learning, and the relationship between work and service should be communicated so that support from the home is forthcoming. Service also provides a wide variety of options for parental involvement, as students/youth learn about the community of which their parents are adult members.

Parents with busy schedules might offer ideas of resources or potential placement sites, and when appropriate, share with the students/their children how their work and volunteer experience affect the larger community.

10. ***Skilled adult guidance and supervision are essential to the success of Service Learning.***

The need for service learning is compelling, but the task of sustaining service learning is challenging. Teachers/youth organization workers employing service learning in their classrooms must have opportunities for professional development. They must be given the tools, the training, and the technical assistance necessary to implement meaningful service learning experiences.

Issues of type of service, site selection, curriculum connections, reflection, recognition, tangible outcomes, and evaluations must be considered along with the ever-present concerns of insurance, liability, and logistics.

Learning takes place during all stages of service learning. Youth must be afforded supportive supervision at placement sites. Supervision at the site should extend beyond the basic elements of taking attendance and keeping track of hours worked.

With such rich opportunities for youth to grow, to learn about others, and to take on responsibility, a caring person must assume responsibility for overseeing youth activities and supporting these efforts.

11. Preservice training, orientation and staff development that include the philosophy and methodology of Service Learning best ensure that program quality and continuity are maintained.

If service learning is to assume real importance in educating students/youth for the 21st century, it must be incorporated into preservice and inservice training and staff development. It will be critically important, especially in this transitional period as service learning begins to find a place in the educational process, to provide high quality training.

Many of the teaching strategies and behaviors essential to high quality service learning are in sharp contrast to what has been taught in “methods” courses. It will not be enough to offer course work at educational institutions; potential teachers/youth development professionals and volunteers should engage in service learning as part of their own training.

THE ALLIANCE FOR SERVICE LEARNING IN EDUCATION REFORM

These standards of quality for school-based service learning were compiled for the Alliance for Service Learning in Education Reform by the Standards Committee in May 1993. They were revised in November 1994 to integrate standards of community-based and school-based service learning. These standards are still being used today. Special thanks in this effort are extended to Jim Pitofsky, National Association of Partners in Education, Inc.; Joe Follman, Florida Department of Education; Barbara Gomez, Council of Chief State School Officers; Jack Newhouse, West Virginia Department of Education; and Michael Barron and Donna Power of the Close Up Foundation.

American Youth Foundation
American Youth Policy Forum
Association of Junior Leagues
California Department of Education
Campus Compact
City Volunteer Corps of New York
Clark/Atlanta University
Close Up Foundation
Colorado Department of Education
Community Service Learning Center
Constitutional Rights Foundation
Corporation for National Service
Council of Chief State School Officers
Drexel University
Eagle Rock School
East Bay Conservation Corps
Groveport Madison LINK
Illinois State Department of Education
W.K. Kellogg Foundation
Maryland Student Service Program
Massachusetts Department of Education
Methacton Community Service Program
National Helpers Network
National Helpers Network
National Center for Service Learning and School Change
National Service Learning Cooperative/Clearinghouse
National Society for Experiential Education
National Youth Leadership Council
New Jersey Department of Higher Education
New York City Public Schools
Oregon Department of Education
Partners in School Innovation
PennSERVE
Pennsylvania Department of Education
Pennsylvania Institute for Environmental and Community Service Learning
Points of Light Foundation
Project Service-Leadership
Quest International
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Texas Education Agency
Thomas Jefferson Forum, Tufts University
University of Minnesota
University of Pittsburgh
Vermont Department of Education
West Virginia Department of Education
West Virginia Service-Learning Institute
Youth Engaged in Service
Youth Service America
Youth Service California
Youth Volunteer Corps of America

Table of Contents

INTERNSHIP

Introduction

Internships are activities in which students engage in learning through practical work site experience. Internships are usually undertaken by students who are at or near the end of a preparatory academic program.

An internship is a structured work experience that involves the practical application of previously studied theory through a combination of coursework and part-time experience, for which school credit is awarded. The experience uses written training agreements to outline what students are expected to learn and demonstrate at the work site and what employers are expected to provide. There is a strong emphasis on coordination and integration between work site and classroom learning. Credit hours and levels of intensity vary, depending on the course of study. Interns may be paid or unpaid. The purpose of an internship is literally, "to train or serve an advanced student undergoing supervised practical training" in a wide variety of skills related to an occupation.

Internships provide students the opportunity to:

- observe the world of work and develop needed work skills
- earn credit outside the classroom
- experience work in a chosen career field
- explore career options
- learn work terminology, work climate, and business/industry protocol
- develop skills in a chosen career field

JOHN'S STORY

John, a junior, always knew he wanted to become a clothing designer. John's career exploration classes confirmed that he possessed the aptitude and skills to follow his dream. He began building a foundation of academic and problem-solving skills in mathematics, computer science, textiles, art, and design. During his junior year, John entered a formal, paid internship in the apparel design department of an apparel manufacturing firm. At the end of his junior year, John was offered a summer position as a design assistant in the firm's apparel design department. John's work experience and continued art classes allowed him to compile an impressive design portfolio. This portfolio helped him earn a scholarship and admission to a reputable design institute.

SETTING UP AN INTERNSHIP

Identifying Potential Work Sites. The first step in setting up an internship experience is finding individuals and organizations who are willing to take on the responsibility of working with a student. Many districts mail interest forms to different organizations within the community to establish a pool of possible work sites. Students may also identify possible

internship sites on their own. The internship program depends on the maintenance of a pool of potential work sites that match up with student educational and career objectives. Successful work sites are a valuable resource that can be utilized over and over again.

Placing Students. Student placement in internship experiences can be arranged either by the school or the student. Connecting students with work sites that will meet their needs and provide relevant experiences is the most important aspect of planning the internship experience. Employers will want to interview prospective interns to ensure a good match. Programs may allow students who are already employed at a job relevant to their studies to earn internship credit for their job experience, provided that the coordinator formally approves the site.

Arranging Schedules. The program supervisor and student should arrange a work schedule that is convenient for both of them. It is best if the schedule is consistent from week to week, so that the work site can prepare meaningful work experiences for the students and reinforce positive work habits.

Confirming Plans. Students should contact the work site supervisor to confirm arrangements and answer any questions he may have about the program.

Preparing Students. Students need to be thoroughly prepared before embarking on an internship experience. In addition to classroom preparation that focuses on research, career exploration, and skills that will be applied at the work site, there are practical concerns to be addressed as well. Many districts provide students with an internship handbook that contains a combination of the following:

- **Internship agreements.** These agreements outline the responsibilities of both the work site supervisor and the student, as well as the purpose of the academic expectations for the internship experience. The forms should be signed by the student and the work site supervisor, as well as the program coordinator.

- **Outline of dress and behavior expectations.** While the classroom preparation for career exploration activities usually covers this information, it never hurts to reinforce the message that dress and behavior standards in the workplace are different than those at school. Remind students that they are representing the program and the school, as well as themselves. The coordinator should be aware of the dress code at each work site and discuss appropriate attire with students. Students should be informed about sexual harassment issues.

- **Goals/objectives worksheet.** Students, work site supervisors, and program coordinators need to work together to develop a list of goals and objectives for the internship experience. The list should include skills the student needs to understand and apply. Goals and objectives should relate directly to the classroom work and career development activities that the internship experience supports.

- **Checklist.** Give students a checklist that includes everything they need to do to prepare for the internship experience. Preparing a resume, developing objectives, contacting employers, arranging schedules and transportation (if necessary) and doing background research are all possible checklist items.

- **Evaluation materials. Students will be evaluated by their work site supervisors throughout the internship experience. Provide students with copies of the evaluation forms so that they can be informed about the basis of their evaluations. Ask students to evaluate their internship experiences, as well. Student evaluations of the program can also be helpful as an element of ongoing program improvement.**

Preparing Work Site Supervisors. Work site supervisors must be thoroughly prepared for the internship experience. Make sure that supervisors are aware of everything that they are expected to do. Many districts prepare a handbook for work site supervisors which contains a combination of the following:

- **Overview of legal responsibilities.** There are many legal issues that work site supervisors need to be aware of, such as safety concerns and child labor, discrimination, and sexual harassment laws. Make sure that work site supervisors understand their legal responsibilities and potential liabilities in advance. For unpaid work experiences, all parties need to be aware of federal guidelines related to unpaid work experience.

- **Instructions for working with young people.** Many professionals are unaccustomed to the unique challenges of communicating and working with young people. Remind work site supervisors that they may be faced with student attitudes and expectations that may seem unrealistic in the workplace. Encourage hosts to provide as many active learning experiences as possible.

- **Activity suggestions.** Remind work site supervisors that the purpose of the internship is to provide students with an environment where learning can take place. Encourage supervisors to allow students to participate in as many learning activities as possible, especially those activities that offer an opportunity to develop workplace skills.

- **Checklist.** Employers will probably find a checklist very useful. Checklist items might include: arranging meeting times, planning with program coordinator to insure that academic requirements are met, signing structured work experience agreements, arranging student work space as appropriate, and informing students about company policies and procedures.

- **Copies of student questions.** Help employers to be better prepared by letting them know what kinds of questions students will be asking.

- **Evaluation materials.** Employer response to the internship program is essential for maintaining a successful operation. Provide employers with forms on which they can evaluate student participation, as well as the program itself.

CONNECTING THE CLASSROOM TO THE WORK SITE

It is important to make the internship experience meaningful by connecting it to classroom learning. Connecting activities can take many forms, and should take place at all stages of the internship experience.

Pre-experience Activities

- Students research the general career fields and specific organizations in which they will be working
- Students write about their preconceptions and expectations related to the organization in which their experiences will take place
- Students and teachers discuss professional standards for behavior and dress
- Teachers emphasize practical applications for the concepts and skills they teach in class

On-site Activities

- Students learn actual job skills by participating in a variety of work-related activities
- Students observe practical applications of academic concepts
- Students work toward achieving individual goals and objectives

Classroom Activities

Classroom activities provide students with opportunities to better understand their internship experiences and enhance their learning. Curriculum can include:

- Job search skills
- How to develop goals and objectives
- Reflective assignments such as weekly logs and journals
- Education on workplace issues
  - Sexual harassment
  - Workplace basics
  - Managing conflict
  - Responding to criticism
  - Labor Laws
  - Discrimination
  - Professionalism
- Workplace skills and techniques related to student placements
- Guest speakers
- Round-table discussions
- Collaborative learning activities
- Values clarification

Post-experience Activities

- Students write about the differences between their expectations and the realities of the workplace
- Students and teachers discuss the connections they see between classroom learning and the workplace
- Students continue their career research in light of what they have learned during the internship experience
- Students complete a presentation to the class about their workplace experience

Table of Contents

SCHOOL-BASED ENTERPRISE

Introduction

School-based enterprises are activities through which students produce goods or services for sale to or use by people other than themselves. Examples are child-care centers, restaurants, used car dealerships, supermarkets, hardware stores, and radio stations. Enterprises may be undertaken on or off the school site but are always part of the school's program. The school acts as a business incubator, usually with business employees serving as advisors. The advisor may attend the students' classes, provide consultation by phone, and assist the teacher in curriculum development. In rural areas, school-based enterprises can fill the gap in areas where employment is scarce.

The low operating cost of a school-based enterprise makes it particularly attractive to school districts. Typically they get seed money from a sponsoring institution, a grant, or the school itself, and then become self-supporting.

Students are exposed to useful lessons in developing and sustaining a business that may not be acquired in other work-based learning experiences or in out-of-school jobs. School-based enterprises foster working in teams, are student-initiated, student run, and students experience work that is intrinsically motivating. Teachers serve as advisors but not CEOs.

Some school-based enterprises operate like regular small business where students can apply the academic and vocational content they have learned in school. In addition, a school-based enterprise can give students practice in all aspects of an industry and opportunities to exercise problem solving, communication, and interpersonal skills, and learning how to learn in the context of work.

School-based enterprises serve as vehicles for integrating vocational and academic education. Through integration it is intended that vocational instruction will improve by raising the level of academic skill and knowledge involved and at the same time improve academic instruction by demonstrating more practical applications.

All activities needed to plan and implement a school-based enterprise should directly involve students in assessing the community and student needs, selecting products and services, designing business plans, as well as other planning activities. A successful school-based enterprise is developed, run, and owned by the students. A school-based enterprise provides a group of teachers the opportunity to work together to integrate both academic and vocational coursework around an industry and the work tasks needed to run a successful enterprise.

> Montrose High School is located in a small community several miles from any larger community with business and industry. Due to its location, the school decided to develop its own in-school company that would not require large space commitment due to classroom and facility constraints. Realizing it would have a limited market area and number of consumers, students decided to produce frequently purchased consumable graphics items. A sustainable company would be guaranteed through repeat dales and new product development thus providing educational opportunities for students for several years. The course curriculum includes, among other activities, a student-developed business plan; a guest speaker presentation on dressing for success and interviewing; computer graphic design; marketing; and item production. Notepads, banners, special occasion puzzles, etc. are designed and produced by students. Financial resources from the school district provided basic equipment and materials. A regional mini-grant provided additional small equipment, non-consumable materials and dye cuts. The class allows for the inclusion of all student groups.

- Montrose R-XIV School District
Montrose, MO
http://www.dese.state.mo.us/divvoced/stw_best_practices.htm#3

SETTING UP A SCHOOL-BASED ENTERPRISE

Assessing Community and Student Needs. Before actually creating a school-based enterprise, students and teachers need to determine the unmet needs of the inner and outer school community in order to determine the goods and services that may need to be produced. Filling a market niche or unmet community need is one way to ensure a successful enterprise. A school-based enterprise is not intended to put adults or other businesses in the community out of work, nor is it created to lose money.

No business will succeed unless it fills a need. This phase of market research and analysis and of developing support by key stakeholders is probably the most difficult and time consuming, but it is the most important for future success. Many entrepreneurs spend almost an entire year on this process in which they conduct market research and consider the following:

- The community and its needs (potential customers/the market)
- A detailed description of the product or service to be provided
- Sources of help and support

After carefully considering each of these areas, you will have a clear description of the school-based enterprise, the product or service it will provide, as well as the information needed to begin preparing the business plan and will help you operate the school-based enterprise.

Consider how the school-based enterprise will benefit the community's economic growth. In other words, you want to do something someone else is unable to do, at a cost that makes sense in terms of the marketplace studied before setting up the school-based enterprise. Begin this assessment by examining your community. All businesses are concerned with who their customers are or will be. Develop a list of questions to use on your survey that will determine the following:

- Who are they? (age, economic status, sex, and so on)
- What are their purchase decisions based on? (price, quality, service, location)
- What products or services do they want but cannot easily find?
- Why would they be interested in a specific product or service and how much would they be willing to pay for it?

Assessing Student and Teachers Interests. After assessing the community, it is important to assess the interests of the students and teachers involved in the school-based enterprise. Their interests and level of commitment will help you to narrow down the products and/or services to be offered as well as the scope of the business.

Because students have been involved in the planning process from the beginning, they already have information about the products and services that might serve the community needs. It is important for students to begin matching the community needs with their interests. Through class discussion, survey, or team assignment ask each student to create lists of hobbies, favorite activities, ways they like to help people, and so on, as well as any related business possibilities. The next step in developing a school-based enterprise requires stimulating students to think about and analyze suitable products or services.

Defining the Product or Service. Based on the information provided in the community, student, and competition needs assessment, it is time to make a decision and commit to developing one of your products or service possibilities. The most potentially successful

business venture should become apparent. Allow the students to determine the winning business, and as a class, describe your product or service in detail. Describe the features of the product or service, the customer (who will use it and how), and why it differs from other similar products or services. To visualize the product or service, ask students to draw, diagram, sketch, or build a model of it.

NOTE: *After selecting your products and/or services, you and your students may want to review and make sure you have an adequate needs assessment of your community and the competition for the particular product selected. Market research takes time, but will pay off in the long run.*

Hire Qualified Teachers and Administrators. Qualified instructors are crucial. They must have the ability to teach students how to run an enterprise and the ability to impart the technical knowledge and skills needed to produce the goods or services the SBE will provide. Sometimes special certification is also required.

Recruit and Select Students. School-based enterprise is compatible with all kinds of students from the developmentally delayed to the academically gifted including both those who enjoy school and those who are dying to get out. But it takes effort to maintain high standards of achievement and behavior no matter what kind of students they are.

Build Key People Support. You will need to involve other key people and build a team that will provide support, professional advice, and continuity. Key support may come from parents, the business community, Chamber of Commerce, government agencies, non-profit organizations, retired small business owners, etc. Some sources will play a one-time only role while others may be involved throughout the life of the school-based enterprise.

Adapted in part from Stern, David, et.al. School-Based Enterprise: Productive Learning in American High Schools. SanFrancisco: Jossey-Bass, 1994.

EXAMPLES OF SCHOOL-BASED ENTERPRISE

- At **Metrotech High School** in Phoenix, students operate all of the school's restaurant and banquet facilities. Typically the coffee shop serves 50 to 100 guests a day, small gourmet luncheons are served in the formal dining room, and the banquet room is used once or twice a week for medium to large functions.

- Woodworking students at **Prescott High School** learn planning, design, and construction methods and have the opportunity to bid on projects and earn money by building furniture for The Oak Tree, Prescott Unified School District, and private citizens.

- A school store is operated by marketing students at **Moon Valley High School**. Students are responsible for every aspect of the business including orders, profits, customer service, record keeping, item selection, and all the other hard work that goes into running a store.

ESTABLISHING A STRUCTURE

Curriculum Structure

- How many teachers and classes will be involved?
- Which disciplines will integrate curriculum?
- How many students will it take to run the school-based enterprise?
- What kinds of credits or salary will students earn?
- Where will the school-based enterprise be housed on the school campus? Or will it be in the community?
- How will the school-based enterprise activities fit into school-wide activities?
- What administrative support is necessary to get the school-based enterprise off the ground?
- Is a business license or government inspection required?

Training

- What experts in the community can the school-based enterprise rely on for advice and training?
- What skills and knowledge do the teachers in the school-based enterprise need? Are there special training or courses teachers should take?
- What are the skills and knowledge that students will need to develop and run the school-based enterprise?
- How will new students be trained every year?

Scheduling

- How many hours a day, per week, or per month will you need to accomplish your vision?
- How will you integrate the school-based enterprise time with school time? How will this influence the time structure at school?
- When will teachers meet to plan curriculum?
- How many hours per week will students work?
- How will the school-based enterprise balance class time and work time?
- What will happen to the school-based enterprise during the summer months?

Facilities and Equipment

- Where will your school-based enterprise be open for business?
- What physical requirements do you need?
- How will your facilities affect other programs and aspects of school?
- What one-time materials and equipment will you need to start up the school-based enterprise?
- What materials will you need to purchase regularly to sustain your school-based enterprise?

Finances

- How much do you expect to charge for your services or products?
- How much do raw materials, facilities, and/or equipment cost?
- Will the students receive a salary? What about other employees?
- Do you need to make a profit? If not, who will underwrite the business venture?
- What will be done with the profits?
- Are there start-up costs involved for your school-based enterprise?
- Where could you ask for financial support?

THE BUSINESS PLAN

The business plan will eventually serve as a roadmap for the future operation and success of your school-based enterprise and will serve as a necessary document to obtain any financial support you may need to start it. Typically, a business plan is 30-40 pages long, takes from two weeks to one year to write, and is made up of many small parts. Creating the business plan provides an excellent opportunity to develop teamwork and collaboration; to integrate other classes and teachers into the school-based enterprise; to actively involve some of the community and industry partners; and to make important discoveries and costly mistakes on paper rather than in the midst of running the business. Industry partners and other such as attorneys, accountants, or advertisers can provide valuable advice and assistance in preparing parts of business plan.

Much of the information that must be included in the business plan will come from the research and discussions you have had with students and others up to this point. In general, business plans include the following sections:

I. Table of Contents

II. An Executive Summary. This one- or two-page section should be written last. It presents the project idea, key objectives and goals, the financial requirements, and the reasons why the business will work.

III. A Description of the Industry, Business, and Product or Service. This section should provide a thorough and complete description of the industry, including its current status and future, what kind of business the school-based enterprise is, the customers it serves, and exactly what product or service is to be provided as well as its unique features. If the school-based enterprise is providing a product, include the raw materials needed for the product, where to purchase them, how much they cost, how much inventory is needed, and if the product will remain available over time.

IV. The Market. Many of the results of research on customers, competition, community needs, and market trends in the industry and business can be included in a subsection called “Market Research and Analysis”. Include in this subsection projections on how much business the school-based enterprise will do, with an estimate of the size of the current market, as well as projections on what next year’s market and the market over the next five years will look like. The second part of this section should include a “Marketing Plan” for the school-based enterprise along with a defined marketing strategy for its products or services. For example: Which customers will it target and how will it do that? How will the business advertise? Will the product or service be provided locally, regionally, statewide, nationally, or internationally?

V. A Plan of Operations. In this section, the facilities and equipment necessary for the school-based enterprise to operate are described. Indicate where the business will be located and how much space it will need, any machinery or office equipment needed, and how the facilities and equipment will be acquired (leased, donated, purchased, and so on). This section should also describe in detail the process by which the school-based enterprise produces a product. Finally, this section should describe the actual manufacturing process, how any necessary raw materials will be obtained, and how the quality of the product will be controlled and inspected.

VI. A Financial Plan. This section explains how much money is needed to operate the school-based enterprise and how it will be used. Also, this section generally includes three basic forecasts over the first three years of the life of a business:

(1) A Profit and Loss Forecast in which sale projections are compared to the costs of producing, selling, and advertising, and to the costs of operating the business including salaries, rent, telephone, legal or accounting fees, and so on. Sales are estimated based on the prices established for the product or service and on the research done concerning what share of the market your product or service will have. If this forecast shows that the school-based enterprise will not sell enough to cover its expenses, explain why and how this negative situation will be resolved. It is not unusual for any business to experience a loss during its first year, but there are almost no businesses that can survive for more than one year at a loss. Also, if you know that the business will experience a loss, you must have a strategy for dealing with that loss. For example: Will a grant or other financial resources finance the losses in the first year of business?

A. Costs Required to Start Up the School-Based Enterprise

Raw Materials	$ _____
Equipment/Facilities	$ _____
Salaries	$ _____
Other Costs	$ _____
Subtotal	$ _____
Start-Up Money Available	$ _____
Difference (A-B=C)	$ _____

If item C is a negative amount, where can we get the money we need?
If item C is a surplus, what will we do with the profit?

(2) A Cash Flow Analysis will show a schedule over the first few years of cash inflows and cash outflows. For example, during the start-up of the school-based enterprise, there will be a great deal of cash outflow in order to acquire any facilities, equipment, or raw materials needed to do business. However, the first large cash inflow may not be anticipated until the second or third week of business. Consider any regular payments that the school-based enterprise will need to make such as rent or cost of materials, and any seasons for cycles that might affect the flow of cash to your business. For example, the holiday season might mean an excessive cash inflow for you because you sell gift items.

(3) A Balance Sheet provides a detailed list of the assets needed to operate the school-based enterprise and how the assets are financed (whether they are liabilities or not). Assets are anything financial that is needed to sustain the business such as cash, raw materials in stock, products that are ready to sell; any money due from the sale of a product or service (accounts receivable); and any facilities or equipment the school-based enterprise owns. Liabilities are deducted from the asset because they represent items that the school-based enterprise does not own.

VII. Organizational Structure. In this section, describe the team that will operate and sustain the school-based enterprise. Describe the titles and roles of each person involved in the day-to-day operation of the school-based enterprise, including employees/students, teachers, industry partners, and any other supporting individuals and/or organizations. Create a chart that visually describes the organization of the school-based

enterprise. Describe how each person will be compensated in terms of salaries, course credits, or other forms of compensation (consulting fee, awards, bonuses, and so on). Also, include a Governance or Management Plan in this section in order to describe how problems or conflicts will be handled, how decisions such as hiring and firing will be made, and who will make them.

VIII. Schedule. Prepare a timeline that shows major events such as start of business, first day or production, start date for and period of advertising efforts, goal for first sale and first delivery, and first paychecks (if applicable). Prepare a schedule that describes the period and duration of classroom time including the school-based enterprise course and any related courses. Describe the hours of operation for the business and any periods of time that the business will not operate such as during spring break or the holiday season.

IX. Community Benefits. The school-based enterprise will provide opportunities for personal development and will benefit its community in both social and economic terms. In this section, describe the school-based enterprise's worth as a responsible organization. Also, it is important to describe its economic benefits to the community such as new employment opportunities for unemployed or underemployed individuals and greater business opportunities for suppliers and vendors. However, it is equally important to describe the new skills and career opportunities it will provide to students; the community support, pride, and participation it will develop; and any new previously unavailable product or service it will provide. Finally, define the school-based enterprise in terms of the equality of workers and its efforts to encourage participation in decision making, open communication, job satisfaction, safety, responsibility for work, customer satisfaction, adherence to applicable laws or regulations, and truth in advertising.

X. An Education and Training Plan. This section includes the curriculum, lesson plans, and strategies you have developed in planning the school-based enterprise. Your lesson plans and strategies may not be a part of the document the class prepares; however this document should include what you expect students to learn (lesson objectives) through the school-based experience including vocational-academic skills, technical skills, managerial and supervisory skills, and the interpersonal skills (cooperation, participatory decision making, and problem solving) needed to run a business. Also, identify specific CTE program competencies and define the assessment strategies that will be used to test individuals' skills and knowledge.

Finally include an Appendix with any spreadsheets, charts, or graphs that support other sections.

A business plan takes time to develop but is a very important step before opening the doors to your school-based enterprise. Moreover, developing the business plan is a natural place to begin integrating academic and vocational coursework through English, history, math, economics, and other courses. Once the business plan is complete, it can be used to develop grant proposals and other fundraising activities.

Present the draft business plan to the entire group of participants to study, modify, and approve. If they approve it, then present it to the parents and community. Finally, submit the plan for financing to local or state agencies, financial institutions, or grant-making organizations. Once you have a plan, it will be revised many times. As long as you involve students and industry, the learning curve can be steep, nonetheless it can be productive for all concerned because you are learning to run a business together.

IMPLEMENT: CARRY OUT PRODUCTION AND SERVICES

School-based enterprises enable students to participate in a model workplace and a stimulating learning experience. Students will encounter and experiment with new production methods, new ways to learn, and new problems to solve. The skills they learn and experiences they acquire can lead to future income and a better quality of life. The success of the school-based enterprise depends on their learning to care about what they produce and the quality of the service they offer.

Students are the force behind the implementation of the business plans and sustaining the school-based enterprise. Once the plan is designed, students and teachers must work together to accomplish the following:

- Obtain the necessary equipment and supplies
- Contract with suppliers for necessary components or raw materials
- Organize the work force and education individuals about their new roles
- Begin producing the products or services
- Define the sales force and sales strategy
- Begin marketing the products
- Establish channels/methods to distribute the products or services

Once the business is operational, there are a variety of tasks that must be performed routinely including:

- Maintaining budgets
- Maintaining inventory
- Training new students and teachers
- Marketing products and/or services
- Selling the products and/or services
- Delivering products and/or services

Adapted from Getting to Work: A Guide for Better Schools. Western Illinois University, Macomb, IL; National Center for Research in Vocational Education, 1996. Module Three: Learning Experiences, http://vocserve.berkeley.edu/Summaries/GettingtoWork.html

Table of Contents

ROLES AND RESPONSIBILITIES

Student's Roles

- Apply academic and vocational content to operate the business
- Assess community and student needs
- Assess student and teacher interests
- Determine products and services
- Define the product or service and the customer in detail including a drawing, diagram, sketch or model
- Design and implement the business plan
- Encounter and experiment with new production methods, ways to learn, and problems to solve
- Take pride in the quality of the product they produce and the service they offer
- Sustain the school-based enterprise

Teacher's Roles

- Serve as advisors
- Team with others to integrate vocational and academic coursework
- Assist in assessing community and student needs
- Assist in assessing student and teacher interests
- Assist in determining products and services
- Develop support of key stakeholders
- Assist in designing the business plan
- Supervise the implementation of the business plan
- Create an environment where students can encounter and experiment with new production methods, ways to learn, and problems to solve

School's Roles

- Provide support of the administration
- Serve as a business incubator
- Provide seed money
- Support special training or courses for teachers
- Provide common preparation time for teachers to plan and integrate curriculum
- Provide a place or facility for the school-based enterprise

Business/Industry Community's Roles

- Serve as advisors
- Assist in curriculum development
- Provide financial support
- Assist in designing and implementing the business plan
- Provide support, professional advice, and continuity for the school-based enterprise

Table of Contents

SCHOOL-BASED ENTERPRISE

THE BUSINESS PLAN

SBE Project Name: _____

School: _____

Address: _____

_____

Advisor: _____

Telephone: _____ **FAX:** _____

E-mail: _____

Section I. Table of Contents

Section II. Executive Summary

Present the project idea, key objectives and goals, the financial requirements, and the reasons why the business will work. *This one- to two-page section should be written last.*

Section III. Description of the Industry, Business, and Product or Service

Provide a thorough and complete description of the industry, including its current status and future, what kind of business the school-based enterprise is, the customers it serves, and exactly what product or service is to be provided as well as its unique features.

If the school-based enterprise is providing a product, include the raw materials needed for the product, where to purchase them, how much they cost, how much inventory is needed, and if the product will remain available over time.

Section IV. The Market

The *Market Research and Analysis* should include projections on how much business the school-based enterprise will do with an estimate of the size of the current market as well as projections on what next year's market and the market over the next five years will look like. In the *Marketing Plan* for the school-based enterprise, define the marketing strategy for its products or services. Base this information in this section on the results of your research on customers, competition, community needs, and market trends in the industry and business

Section V. Plan of Operations

Describe the facilities and equipment necessary for the school-based enterprise to operate. Indicate where the business will be located and how much space it will need, any machinery or office equipment needed, and how the facilities and equipment will be acquired. Describe in detail the process by which the school-based enterprise produces a product including the actual manufacturing process, how any necessary raw materials will be obtained, and how the quality of the product will be controlled and inspected.

Section VI. Financial Plan

Explain how much money is needed to operate the school-based enterprise and how it will be used. Include the following basic forecasts over the first three years of the life of a business:

Profit and Loss Forecast. Compare sale projections to the costs of producing, selling, and advertising and to the costs of operating the business including salaries, rent, telephone, legal, or accounting fees, etc. Sales are estimated based on the prices established for the product or service and on the research done concerning what share of the market your product or service will have.

Explain how the profit, if any, will be used. If the school-based enterprise will not sell enough to cover its expenses, explain why and how this negative situation will be resolved. If you know that the business will experience a loss, you must define a strategy for dealing with that loss.

A. Costs Required to Start-up the School-Based Enterprise

Raw Materials		$ _____
Equipment/Facilities		$ _____
Salaries		$ _____
Other Costs		$ _____
	Subtotal	$ _____
B. Start-up Money Available		$ _____
C. Difference (A-B=C)		$ _____

Cash Flow Analysis. Show a schedule over the first few years of cash inflows and cash outflows. Consider any regular payments that the school-based enterprise will need to make such as rent or cost of materials, and any seasons for cycles that might affect the flow of cash to your business.

Balance Sheet. Provide a detailed list of the assets needed to operate the school-based enterprise and how the assets are financed (whether they are liabilities or not). Assets are anything financial that is needed to sustain the business and any facilities or equipment the school-based enterprise owns. Liabilities are deducted from the asset because they represent items that the school-based enterprise does not own.

Section VII. Organizational Structure

Describe the team that will operate and sustain the school-based enterprise. Describe the titles and roles of each person involved in the day-to-day operation of the school-based enterprise. Create a chart that visually describes the organization of the school-based enterprise. Describe how each person will be compensated in terms of salaries, course credits, or other forms of compensation. Include a Governance or Management Plan describing how problems or conflicts will be handled, how decisions such as hiring and firing will be made, and who will make them.

Section VIII. Schedule

Prepare a timeline that shows major events such as start of business, first day or production, start date for and period of advertising efforts, goal for first sale and first delivery, and first paychecks (if applicable). Prepare a schedule that describes the period and duration of classroom time including the school-based enterprise course and any related courses. Describe the hours of operation for the business and any periods of time that the business will not operate such as during spring break or the holiday season.

Section IX. Community Benefits

Describe the school-based enterprise's worth as a responsible organization. Describe its economic benefits to the community such as new employment opportunities for unemployed or underemployed individuals and greater business opportunities for suppliers and vendors. Describe the new skills and career opportunities it will provide to students; the community support, pride, and participation it will develop; and any new previously unavailable product or service it will provide. Define the school-based enterprise in terms of the equality of workers and its efforts to encourage participation in decision making, open communication, job satisfaction, safety, responsibility for work, customer satisfaction, adherence to applicable laws or regulations, and truth in advertising.

Section X. Education and Training Plan

Provide curriculum, lesson plans, and strategies you have developed in planning the school-based enterprise. Include what you expect students to learn through the school-based experience including vocational-academic skills, technical skills, managerial and supervisory skills, and the interpersonal skills (cooperation, participatory decision-making, and problem solving) needed to run a business. Define the assessment strategies that will be used to test individuals' skills and knowledge.

Section X. Appendix

Include any spreadsheets, charts, or graphs that support other sections.

Signatures

School Official/Advisor _____ Date _____

Student Representative _____ Date _____

Table of Contents

SCHOOL-BASED ENTERPRISE

THE BUSINESS PLAN

SBE Project Name: _____

School: _____

Address: _____

_____

Advisor: _____

Telephone: _____ **FAX:** _____

E-mail: _____

Section I. Table of Contents

Section II. Executive Summary (Write this one- to two-page section last.)

Describe the idea for your school-based enterprise.

What are the key objectives and goals?

What are your financial requirements?

List the reasons why you believe the business will work.

Section III. Description of the Industry, Business, and Product or Service

Describe the industry encompassing the school-based industry.

What is the industry's current status?

What is the future of the industry?

What kind of business will the school-based enterprise be?

How does it relate to the overall industry?

Who are the customers it will serve?

What service or product will be provided?

What is unique about the service or product?

What raw materials are needed to produce the product?

Where will they come from or be purchased?

What will they cost?

How much inventory will you need?

Will the service or product be available over time?

Is there any maintenance involved?

What is the cost of maintenance?

Section IV. The Market

Market Research and Analysis

How much business will the school-based enterprise do?

What is the size of the current market?

What will next year's market and the market over the next five years look like?

Marketing Plan

Describe the marketing strategy for your service or product.

Section V. Plan of Operations

What facilities and equipment are necessary for operation?

Where will the business be located?

How much space will you need?

Will any machinery or office equipment be needed?

How will you acquire the facilities and equipment?

Describe the process by which the SBE will produce a product.

How will the quality of the product will be controlled and inspected?

Section VI. Financial Plan

How much money is needed to operate the school-based enterprise?

How will the money be used?

Profit and Loss Forecast.

How do sale projections compare to the costs of producing, selling, and advertising?

How do sale projections compare to the costs of operating the business?

What share of the market will your service or product have?

How will the profit, if any, be used?

What strategies will you use to deal with a loss, if any?

A. Costs Required to Start-up the School-Based Enterprise

Raw Materials		$ _____
Equipment/Facilities		$ _____
Salaries		$ _____
Other Costs		$ _____
	Subtotal	$ _____

B. Start-up Money Available $ _____

C. Difference (A-B=C) $ _____

Cash Flow Analysis.

Describe the schedule of cash inflows and cash outflows over the first few years.

What regular payments will the SBE need to make such as rent or cost of materials?

Are there any seasons for cycles that might affect the flow of cash to your business?

Balance Sheet.

List the assets needed to operate the school-based enterprise.

How will the assets be financed?

Section VII. Organizational Structure

Describe the team that will operate and sustain the school-based enterprise.

Create an organizational chart for the school-based enterprise.

How will each person be compensated in terms of salaries, course credits, or other forms of compensation?

Describe the Governance or Management Plan that will be used to handle problems or conflicts, to make decisions about hiring and firing, and to determine who will make theses decisions.

Section VIII. Schedule

Construct a timeline to show major events in the start-up of the SBE.

Provide a schedule that describes the period and duration of classroom time including the school-based enterprise course and any related courses.

Develop a schedule of hours of operation for the business and any periods of time that the business will not operate such as during spring break or the holiday season.

Section IX. Community Benefits

What is the school-based enterprise's worth as a responsible organization? What economic benefits will it provide to the community?

What new skills and career opportunities will the SBE provide for students?

How will the SBE help to develop community support, pride, and participation?

Will any new, previously unavailable product or service be provided?

How will the SBE ensure equality of workers?

What will the SBE do to encourage participation in decision making, open communication, job satisfaction, safety, responsibility for work, customer satisfaction, adherence to applicable laws or regulations, and truth in advertising?

Section X. Education and Training Plan

Provide curriculum, lesson plans, and strategies you have developed in planning the school-based enterprise.

What do you expect students to learn through the school-based experience including vocational-academic skills, technical skills, managerial and supervisory skills, and the interpersonal skills needed to run a business?

What assessment strategies will be used to test individuals' skills and knowledge?

Section X. Appendix

Include any spreadsheets, charts, or graphs that support other sections.

Signatures

School Official/Advisor _____ Date _____

Student Representative _____ Date _____

Arizona Law

Arizona Revised Statute 15-1231. **Career and technical education and vocational education projects fund*

A. The governing board of a school district may establish a permanent career and technical education and vocational education projects fund in an amount not to exceed one hundred thousand dollars. The fund shall consist of proceeds from the sale of items produced by career and technical education and vocational education programs. Monies in the fund may be used for any of the following purposes:

1. Purchase of materials for use by career and technical education and vocational education pupils in an instructional program that produces a product that may be sold by the school district.

2. Purchase of equipment, not to exceed five thousand dollars in any one fiscal year, for use by career and technical education and vocational education pupils in an instructional program which produces a product that may be sold by the school district.

3. Expenses directly related to the planning and design of career and technical education and vocational education program products.

B. Monies in the career and technical education and vocational education projects fund may not be used to pay salaries, wages or employee fringe benefits.

C. The career and technical education and vocational education projects fund of a school district is a continuing fund, and monies in the career and technical education and vocational education projects fund are not subject to reversion, except that all monies in the fund in excess of one hundred thousand dollars at the end of the fiscal year shall revert to the school plant fund.

**Actual profits over and above costs can be put in a vocational and technical education projects fund (ARS 15-1231).*

Table of Contents

CLINICAL WORK EXPERIENCE

Introduction

Clinical experiences are different from other work experiences in that they require on-site supervision by a certified teacher or faculty member. These experiences usually take place in medical settings, where students have opportunities to practice the skills they have learned in the classroom.

Clinical Work Experience involves the practical application of previously studied theory through a combination of course work and part-time work experience for which school credit/outcome verification is awarded. The experience uses written training agreements to outline what students are expected to provide. Strong emphasis is placed on coordination and integration between work site and classroom learning. Credit hours/outcomes and levels of intensity vary depending on the course of study. Clinical Experiences are distinguished from Cooperative Work Experiences, and other work experiences in general, by the fact that clinical experiences involve supervision of students by a teacher who is on-site during the entire experience while the supervision of students on a non-clinical work experience is performed by the work site supervisor and coordinated by the teacher or other faculty member.

SETTING UP A CLINICAL WORK EXPERIENCE

Identifying Potential Work Sites. Most clinical work experience programs have ongoing relationships with local health care organizations. Supervising faculty members can be very useful in helping to set up these experiences.

Placing Students. The school generally arranges student placement in clinical experiences. Connecting students with work sites that will meet their needs and provide relevant experiences is the most important aspect of planning related to the clinical work experience. Student assignments are made by the teacher in cooperation with clinical personnel with the goal of linking classroom content to the student's clinical experience. Shared information and coordination between clinical site personnel and the teacher is essential for this linkage.

Arranging Schedules. The teacher must collaborate with a work site representative to plan clinical hours available for student experience. This information is then used to schedule clinical experience within the parameters of school and student schedules. It is best if the schedule is consistent from week to week to reinforce positive work habits.

Confirming Plans. The teacher should contact the work site representative to confirm arrangements and answer any questions about the program. It is necessary to determine if the school district must carry additional liability insurance for clinical experiences. It is also necessary to determine if students will need additional immunizations.

Preparing Students. Students need to be thoroughly prepared before embarking on a clinical work experience. In addition to classroom preparation that focuses on skills that will be applied at the work site, there are practical concerns to be addressed as well. Many districts provide students with a clinical work experience handbook that contains a combination of the following:

Work Experience Agreements. These agreements outline the responsibilities of the teacher and the student, as well as the purpose of and academic expectations for the clinical work experience. The student, the teacher, and the coordinator of school programs should sign the forms. Parent/guardian signatures may be required and are desirable for minor students. These forms should include confidentiality statements, liability statements, and statements related to expected student experiences and behavior.

Outline of dress and behavior expectations. Appropriate attire for each work site needs to be arranged prior to use of that site. Students need to be made aware that dress and behavior standards in the workplace are different from those at school and that they are representing the program and the school, as well as themselves. Students should be informed about sexual harassment issues and appropriate steps to take to report harassment.

Goals/objectives worksheet. Students and teachers need to work together to develop a list of goals and objectives for the clinical work experience. The list should include skills the student needs to acquire and/or practice and concepts the student needs to understand and apply. Goals and objectives should relate directly to the classroom work and career development activities that the clinical work experience supports. These goals and objectives need to be clearly communicated to involved clinical site personnel.

- **Checklist.** Students need to be provided with a checklist that includes everything they need to do to prepare for the clinical work experience. Preparing a resume, developing objectives, contacting work site representatives, arranging schedules and transportation (if necessary), and doing background research are all possible checklist items.

- **On-site Orientation.** A structured tour of all interfacing departments early in the clinical experience is beneficial for students. Students should also complete a form with the relevant facilities information.

Evaluation materials. Evaluation of students by the teacher throughout the clinical work experience is necessary. Students also need to be aware of criteria for their evaluation. Providing them with a copy of the evaluation form may do this. It is valuable for students to evaluate their own performance as well. Students should also evaluate their clinical experiences and should be encouraged to write or talk about their experiences as a means to better understanding what they have learned. Student evaluations of the program can be helpful as a component of ongoing program improvement. Feedback to the work site also assists the process of ongoing evaluation and improvement.

Preparing Teachers. Teachers must be thoroughly prepared for the clinical experience. Many districts prepare a handbook for work site supervisors that contains a combination of the following:

- **Overview of legal responsibilities.** All faculty need to be aware of safety, child labor, discrimination, and sexual harassment laws. Make sure that teachers and work site representatives understand their legal responsibilities and potential liabilities in advance. All parties need to be aware of federal guidelines related to unpaid work experience.

- **Instructions for working with young people.** Many professionals are unaccustomed to the unique challenges of communicating and working with young people. Remind work site representatives that they may be faced with student attitudes and

expectations that may seem unrealistic in the workplace. Encourage as many active learning experiences as possible.

- **Activity suggestions.** Remind teachers that the purpose of the clinical experience is to provide students with an environment where learning can take place. Encourage them to allow students to participate in as many learning activities as possible, especially those activities that offer an opportunity to develop workplace skills.

- **Checklist.** Teachers will probably find a checklist very useful. Checklist items might include: arranging meeting times, planning with their program coordinator to insure that academic requirements are met, signing structured work experience agreements, arranging student work schedules with work site representatives, and informing students about work site policies and procedures.

- **Evaluation materials.** Employer response to the clinical experience program is essential for maintaining a successful program. Forms should be provided to work site personnel so they can evaluate student participation as well as the program itself.

Preparing Work Site Staff. Work site staff members should be aware of the presence and needs of students involved in clinical work experiences, and should be encouraged to provide support when appropriate. Work site staff members should be aware of the abilities and training limitations of these students and avoid putting them in situations that could prove dangerous to themselves or others.

Once the staff and students have been identified, an orientation meeting to review the competency list, expectations, liabilities, etc. should be held.

CONNECTING THE CLASSROOM TO THE WORK SITE

It is important to make the clinical work experience meaningful by connecting it to classroom learning. Connecting activities can take many forms and should take place at all stages of the clinical work experience.

Pre-experience Activities

- Students research the general career fields and specific organizations in which they will be working
- Students write about their preconceptions and expectations related to the organization in which their experiences will take place
- Students prepare questions to ask their supervisors based on their research and writing
- Students and teachers discuss professional standards for behavior and dress
- Students learn and practice job skills that will be needed on the work site
- Teachers emphasize practical applications for the concepts and skills they teach in class

On-site Activities

- Students learn actual job skills by participating in a variety of work-related activities
- Students observe practical applications of academic concepts
- Students work toward achieving individual goals and objectives
- Students learn problem-solving skills

Classroom Activities

Classroom/seminar activities provide students with opportunities to better understand their clinical work experiences and enhance their learning. Classroom schedules can vary from three meetings per week to as often as daily. Curriculum can include:

- Job search skills and techniques (resume writing and interviewing skills)
- How to develop goals and objectives
- Reflective assignments such as weekly logs and journals
- Education on workplace issues
  - Sexual harassment
  - Workplace basics
  - Managing conflict
  - Responding to criticism
  - Labor Laws
  - Discrimination
  - Professionalism
  - Confidentiality
- Workplace skills and techniques related to student placements
- Guest speakers
- Round-table discussions
- Collaborative learning activities
- Values clarification
- Oral and written presentations and assignments

Post-experience Activities

- Students write about the differences between their expectations and the realities of the workplace
- Students and teachers discuss the connections they see between classroom learning and the workplace
- Students continue their career research in light of what they have learned during the clinical work experience
- Students apply critical thinking to work site situations

Table of Contents

COOPERATIVE EDUCATION

Introduction

Cooperative Education is an advanced method of career and technical education that provides the opportunity for technical application and job skill development. In a world of rapidly changing technology, the work education experience becomes a necessary component of career and technical education to provide current technical skill development. The Cooperative Education experience can also help identify the need for additional occupational and basic skill development that can take place within the vocational preparatory and academic classroom settings. Cooperative Education nurtures a relationship between the business community and the school district. This relationship, established through the efforts of the Co-op teacher-coordinator, can result in business support of the school district – support that takes the form of advisory committees, donation of equipment, and sharing of training resources. Community benefits include workforce development, economic development, and civic and service responsibility.

Methods of cooperative education (co-op) are comprised of three parts that include:

- related school-based (classroom) learning
- work-based (on-the-job work experience) learning
- supporting/linking activities (student organizations and advisory committees)

All are essential. The teacher coordinator is responsible for coordinating the instruction and student learning from these three sources.

School-based instruction refers to a formal 'in school' classroom program that correlates with a planned related work experience, both of which are designed to develop the student's career interest into a marketable skill. The competencies identified in the learning plan fall into two categories: employability and technical. Employability related instruction deals with conditions and relationships of business and work in general. It develops attitudes, knowledge, and understandings that are common to everyone engaged in the work process. These competencies, sometimes referred to as core employability skills, are closely aligned with the Secretary's Commission on Achieving Necessary Skills (SCANS) competencies.

To be effective, cooperative education experiences must focus on the student who is deciding which educational and career path they will follow. The school-based classroom component specifically calls for career awareness, career exploration, planning, counseling, and attainment of specific identified CTE program competencies. It also implies a previous involvement in career decision-making by the student and the initial selection and preparation through a career pathway.

Cooperative Education:

- Demonstrates relevancy of academic and technical skills needed on-the-job
- Provides an opportunity to gain on-the-job knowledge and/or technical skills
- Provides students with on-the-job training by a skilled employee
- Requires that students be enrolled in a related career and technical course
- Allows students to complete program-specific occupational competencies

Adapted from Wisconsin Work-based Learning Guide; Wisconsin Department of Public Instruction, 2002.

PLANNING FOR THE COOPERATIVE EDUCATION EXPERIENCE

Identifying Potential Work Training Sites. The teacher/coordinator's first step in setting up cooperative work experience is finding individuals and organizations that are willing to take on the responsibility of working with a student. Many districts mail interest forms to different organizations within the community to establish a pool of possible work sites. Another source is the local Chamber of Commerce. Students may also identify possible co-op sites on their own. Cooperative education depends on the maintenance of a pool of potential work sites that match with student education and career objectives as well as the occupational related program. Successful co-op sites are a valuable resource.

Selecting Students. The cooperative education work-based learning experience is the responsibility of the teacher/coordinator working with the student and the employer. The coordinator secures the work sites and matches the students with the workplace in order to meet the student's occupational program goals. The coordinator must take into account the student's personal goals and abilities and the employer's potential as an on-the-job trainer.

The teacher/coordinator should include in the learning plan an interview process between the student and employer, but the ultimate decision for the workplace assignment is made between the coordinator and the employer. Approval from the parent/guardian (if applicable) and workplace mentor is critical before the student is placed in employment. Cooperative education is a means of serving all student populations based on individualized career goals and abilities.

Developing Cooperative Education Agreements. The cooperative education agreement is a written statement of the learning commitment of each of the partners involved in cooperative education, usually the student, employer, parent/guardian (if applicable), and teacher/coordinator. It is an essential and formalized way of agreeing on the responsibility of those involved in the cooperative education experience. The agreement should be signed by each of the partners and reviewed and updated as necessary.

Items to include in the cooperative education agreement include:

- Name of student, birth date, social security number, address, and telephone number
- Name of employer, address, and telephone
- Duration of employment
- Responsibilities of workplace mentor, student, teacher coordinator, and parent/guardian
- Conditions of employment such as wages, hours, etc.
- Learner outcomes for periodic evaluation
- Signature line for each of the partners
- CTE occupational program name and CIP number

CONNECTING THE CLASSROOM AND THE WORK SITE

Learning Plans. A learning plan is different from a cooperative education agreement in that the learning plan states the specific school-based and work-based learning that is to be offered to the students. The purpose of the learning plan is to organize and correlate classroom instruction with the learning experiences at the workplace site. It should organize the learning into a logical sequence, based upon state CTE program competencies, the student's career goals, and work experience.

The ultimate responsibility for learning plan development rests with the teacher/coordinator and the workplace mentor. The student and parent(s)/guardian(s) should also be involved in the development of the plan because it serves as a guide to all parties involved in the cooperative education experience.

Cooperative education derives its integrity from combining work and academic instruction in a manner that leads to the development and application of CTE program competencies.

Students who continue to perform the same routine tasks once they have been learned are not developing the occupational competencies necessary for career development. It is important that the workplace chosen for cooperative placements allows for experiences that encourage learning to progress from the simple to the complex, culminating in an exposure of all aspects of the industry.

Employers need to be familiar with the content of the related CTE program class taught by the teacher/coordinator. Using a learning plan that specifies the objectives and teaching strategies of the work-based and school-based learning enables the employer and workplace mentor to have a better understanding of the comprehensive nature of cooperative education.

A procedure for developing a learning plan is identified below:

- Identify the tasks and CTE program competencies that are observable in the workplace.
- Develop an individualized learning plan for each student based on state approved competencies. Workplace tasks should be directly related to the identified competencies.
- Evaluate the list of tasks and competencies with the workplace mentor to determine what activities the student can do at the workplace to demonstrate competency in the identified competencies.
- Regardless of the original source of the tasks, the workplace mentor should examine the task and the competency list to be sure that the student will be able to demonstrate proficiency of them on-the-job. In addition, the workplace mentor should be asked to identify other tasks and competencies that the student may be performing in that workplace.
- Identify the tasks and CTE program competencies to be used for evaluation for each grading period based on related classroom learning and the needs of the workplace mentor.
- Give the student a copy of the tasks and CTE program competencies for which she or he is responsible during the first grading period.

Research findings have shown that when students know they are responsible for achieving, they perform better. Therefore, students must know what they are responsible for achieving on-the-job so that they can focus on learning and performing those tasks. Students should review the learning plan for their consideration. If possible, have them present when the teacher/coordinator and workplace mentor finalize the learning plan.

Assessment Based on the Learning Plan. Assessment of the student's performance during each grading period must be based on the learning plan developed by the partners. A procedure for student assessment is described below.

The teacher/coordinator and the workplace mentor are responsible to:

- Assess student progress during each grading period on the identified tasks and CTE program competencies

- Work together with the workplace mentor and the teacher/coordinator to evaluate the student's performance for each task and CTE program competency previously identified. For those tasks on which the student receives a low rating, the workplace mentor identifies specific areas where improvement is needed and suggests ways the student can improve performance. For tasks on which the student receives high marks, the workplace mentor may give examples that illustrate the outstanding performance. The workplace mentor and the student sign the learning plan and keep a copy.

- Design a new learning plan when students master tasks and competencies at both sites. Additional tasks and competencies to be mastered and assessed during the next grading period are determined when a new learning plan is designed.

- Allow students the opportunity to do self-assessment of their progress during the assessment process.

- Communicate the results of the assessment to the student

- Meet with the workplace mentor and the student to discuss the evaluation. Identify areas that need to be improved and inform the student of the workplace mentor's suggestions for improvement. Identify strengths that have been pointed out on-the-job and in the classroom. Provide evidence to support the evaluation of the tasks and competencies.

- Ask the student to sign the learning plan. Give the student a copy of the tasks and CTE program competencies identified for the next grading period and discuss the new learning plan.

- Continue the evaluation process. For each assessment period established by the school, the teacher, working with the student and workplace mentor, should repeat this process.

Cooperative Education Program Assessment. The establishment of a business/industry advisory committee consisting of local employers, parents, labor representatives, and educators can serve as a positive program planning and assessment tool. Consistent review and improvement of the policies and practices of cooperative education will assist in its effectiveness and long-term implementation.

There are many factors to consider in assessment of the cooperative education process, including workplace stations, related classroom instruction, workplace mentors, teacher/coordinator performance, and student performance. Workplace stations need to be examined for their initial and continued suitability as appropriate learning locations. Workplace mentors need to be evaluated on their willingness and ability to provide proper learning for students. These evaluations are the responsibility of the teacher/coordinator with support of the advisory committee.

Likewise, the related classroom instruction must be evaluated by outside reviewers. This can be done through students, employers, advisory committees, and school administrators.

And finally, students must be evaluated on their performance on-the-job, and in the related classroom instruction, and adherence to school- and work-based rules and regulations. The advisory committee determines the assessment tools and evaluation techniques so student

performance can be measured for use in the classroom, and is responsible to report student assessment/grades to the school as required. The teacher/coordinator and the mentor work together to determine the proper work site assessment and student evaluation procedures.

The workplace mentor is responsible to assess and document student achievement of CTE program competencies on-the-job, but is not responsible to evaluate the student for high school credit.

Workplace Mentoring. Mentoring activities are those that support the needs of students by developing and maintaining a supportive relationship with an adult. The mentor nurtures the students by helping them adjust to the culture of the workplace and orienting them to career options and pathways. Mentors serve as role models and as liaisons to the workplace.

Mentoring programs provide a variety of useful functions for youth, both psychosocial and instrumental in nature. They expose and socialize young people to the world of employment; strong ties to the labor market; increase access to opportunities; develop the social skills of youth; and contribute to an atmosphere of cooperation and flexibility at the workplace.

The employer must agree to provide a mentor(s) for students at the workplace. Mentors must be skilled, experienced workers who can teach youth about the industry and the world of work. Mentors should be required to attend training on working with high school aged youth and meet regularly with school personnel and parents/guardians.

The roles and responsibilities of the work site mentor will vary from setting to setting but there are basic functions that all mentors ought to perform:

- **Initiating the student to the workplace culture** by introducing young people to an adult social system, a new culture with its own rules, conventions, and norms. This can include both formal and informal organizational structure.

- **Advising youth on career directions and opportunities**, providing networking opportunities and generally helping expand the young person's career goals

- **Helping the student to resolve practical problems** including personal difficulties encountered at work and school- and work-related issues

Mentor training is the responsibility of the local school district.

ROLES AND RESPONSIBILITIES

In developing cooperative education there are expectations and understandings that affect all partners involved. All partners should understand the responsibilities defined below.

The student will:

- Cooperate with the workplace mentor and teacher coordinator, engage in the work as a learning experience, observe business etiquette, and abide by safety rules.
- Notify the school and business in advance when absence is unavoidable.
- Maintain school performance in order to remain eligible for cooperative education.
- Furnish the teacher/coordinator with requested information and complete all necessary reports.

- Show honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate dress, and a willingness to learn.
- Remain with the employer during the agreement period except by mutual agreement of all parties involved to end the experience.
- Abide by the rules and regulations of the cooperating employer.
- Keep all business information of the cooperating employer confidential.

The cooperating employer (workplace mentor) will:

- Provide activities that will contribute to the achievement of required CTE program competencies.
- Provide a workplace mentor for the education of the student worker.
- Observe and assess the student at the workplace.
- Provide a workplace mentor for the education of the student during the agreed times.
- Serve on the local advisory committee.
- Adhere to all federal and state regulations regarding applicable child labor laws.
- Participate in formal mentor training (for new mentors only).

The parent(s) or guardian(s) will:

- Be responsible for providing transportation for the student to and from the place of employment. Exception may be necessary for special population students.
- Provide time for conferences with the teacher/coordinator.
- Become knowledgeable concerning the purposes and the procedures of the learning plan.
- Provide encouragement and assistance to ensure their child receives the maximum benefit from the cooperative education experience.

The teacher/coordinator will:

- Work with the student to create a learning plan that reflects state-identified CTE program competencies.
- Cooperate with and assist the employer in creating a learning plan to meet the needs of the student and employer based on state approved skill competencies.
- Observe and assess the student in school as determined in the learning plan.
- Cooperate with the employer with evaluation of the student. Final evaluation is the responsibility of both the teacher/coordinator and mentor.
- Make every attempt to resolve problems that may arise from the business, school, parent/guardian, student, or community.
- Provide meaningful school-based learning related to the needs of the student and employer.
- Work with the local advisory committee to maintain a quality program.
- Provide and promote supporting activities such as CTSOs (Career and Technical Student Organizations), advisory committees, and community activities that integrate co-curricular activities that will contribute to the achievement of the skill certificate competencies.

Adapted from Wisconsin Work-based Learning Guide; Wisconsin Department of Public Instruction, 2002.

Table of Contents

APPRENTICESHIP

Introduction

Apprenticeship is a job. It is a training method that combines supervised, full time, structured on-the-job training with related classroom instruction. Apprenticeship is sponsored by employers or labor/management groups who have the ability to hire and train in a work environment. Fundamental qualities such as the written agreement, the skills acquired, the value attached to credentials earned, curricula content that is defined by the workplace, wage requirements, and the implicit social contract that exists between program sponsors and their participants distinguish apprenticeship from other approaches.

WHAT IS AN APPRENTICE?

An apprentice is a worker who learns a craft through planned, supervised on-the-job-training in conjunction with receiving planned, related technical instruction in a classroom setting. They are taught the proper use, care, and safe handling of tools and equipment used in their work. Apprentices are a full-time, paid part of the workforce.

Apprentices are required to pursue a course of study or enroll in classroom instruction in subjects related to the trade to compliment their on-the-job training.

Apprenticeship demands hard work and has tough competition. An apprentice must have the will to see the program through. It takes ambition, drive, courage, and patience.

HOW APPRENTICESHIP PROGRAMS OPERATE

Apprenticeship combines on-the-job training with related and supplemental instruction in the classroom or through correspondence courses. Each program operates under a set of apprenticeship standards, selection procedures, and classroom course guidelines. These standards are approved and registered with the Arizona Department of Commerce Apprenticeship Office.

Openings. Individuals can pursue apprenticeship openings when they meet the minimum qualifications and the industry accepts applications of their program. All applications must be made in person. Applicants are evaluated and placed on a waiting list in sequence. The program sponsor determines final selection of applicants. Selection interviews are held periodically, depending on the current need for apprentices. The best way for a person to enter and serve an apprenticeship is under the terms of a written agreement, which ensures proper registration. Upon completion of a registered apprenticeship, you will receive a certificate that is recognized in all 50 states.

Classroom Training. Apprentices attend classes of related technical instruction. This supplements the training given on the job and gives each apprentice a comprehensive understanding of the theoretical aspects of his or her work. A growing number of programs are college accredited and may lead to an Associates Degree in Applied Science or Applied Technology. Related instruction has been developed and accepted as standard practice in every occupation. In most cases, this means attending classes for at least 144 hours a year. This instruction includes such subjects as safety laws and regulations, mathematics, draftsmanship, blueprint reading, and other sciences connected with the occupation.

On-the-job Training. Each day on the job, apprentices learn under the supervision of a skilled worker who supervises and teaches them the arts and skills of the job. They also learn the use of the tools of their job, and later on in their training, when they have advanced far enough, they are allowed to use power-driven tools and machinery. In many occupations, the apprentices are required to furnish their own hand tools.

Training Period. Training is spelled out in apprenticeship standards developed by the apprenticeship program or sponsor with the assistance of the Arizona Department of Commerce Apprenticeship Division. The processes of the occupation and the number of hours to be spent in learning each process are defined. The period of training varies from one to five years, depending on the occupation. The average is four years.

Wages. Apprentices usually start at a percentage of the journeyman wage and receive increases at regular intervals. Starting wages average about 50% of the journeyman wages. Increases are usually given every six months if satisfactory progress is made.

Qualifications. Apprenticeship provides the skills, technical knowledge, and attitude needed to become a skilled worker. The particular skills and knowledge vary for each occupation. The skilled worker must plan, lay out and organize work, as well as make, assemble, operate and maintain. This requires technical knowledge of mathematics and sciences that apply to the particular occupation. Pride in workmanship is an important factor for a successful worker. The apprentice must have a real interest in the occupation being learned and must have the desire to become a skilled worker.

The particular occupation for which a person is qualified will depend on the type of skills, the amount of technical knowledge required, and the ability and interests of the person. No hard and fast rules can be applied, but in general, technical aptitude, average intelligence and a sincere interest in the occupation will provide for success in a skilled occupation.

BENEFITS

For the apprentice:

- Earning a living while in training for a career.
- Receiving regular pay increases as job skills increase.
- Receiving formalized training on-the-job under the supervision of a qualified worker in all processes necessary to become skilled in the occupation.
- Receiving classroom or related instruction, which supplements on-the-job training with theoretical knowledge.
- Requiring a skill, which will enable the apprentice to compete more effectively in the labor market.

For the community:

- The apprentice is earning a wage and hence becomes a taxpayer directly supporting the local community.
- Consumers are assured of high quality goods and services when these are produced by properly trained and proficient skilled workers.
- Apprenticeship provides avenues for upward mobility, which allow workers to become contributing members of the community with an interest in its economic future.
- The apprenticeship system can meet the needs of unskilled workers for training.

- Apprenticeship assures a means for passing on skills and knowledge from one generation to the next.

For the employer:

- Instilling loyalty in employees by demonstrating interest in providing training.
- Reducing labor turnover and absenteeism through employee motivation to learn new job skills.
- Lowering cost by increasing productivity, as employees become more skilled on-the-job.
- Paying wages on a graduated scale in proportion to the increasing skills and abilities of the apprentice.
- Developing a reservoir of skilled workers, many of whom are potential supervisors.
- Providing a more flexible workforce because of greater employee skills.
- Creating customer satisfaction generated by quality workmanship.
- Participating in a program that has proven successful in implementing affirmative action for minorities and women.
- Receiving recognition as a supporter of State and National efforts to train young people in the skills necessary to become contributing members of society.

For more information on Career Guidance in Apprenticeship Opportunities, contact:

ARIZONA DEPARTMENT OF COMMERCE
APPRENTICESHIP DIVISION
3221 N 16th Street, Suite #105
Phoenix, Arizona 85016
Phone: 602-280-1495
Fax: 602-280-1358
www.azcommerce.com

RAIS #	OCCUPATION	SPONSOR (One example, there may be others)
14	Truck Crane Operator	CAWCD
23	Mechanic, Automotive	APS
36	Blacksmith	PD Morenci
40	Boilermaker	ASARCO USWA
52	Bricklayer	AZ Masonry Contractors Assn
55	Federal Correctional Institute	Cabinet Maker
58	Cable Splicer	SRP
67	Carpenter	Carpenters JATC
68	Carpenter, Maint	ASARCO, USWA
75	Cement Mason	ACCA
90	Federal Correctional Institute	Cook, Any Kind
116	Die Cast/Die Maker	Mastercraft Co
118	Die Maker	Red Rock Stamping
124	Mechanic, Diesel	ASARCO, USWA
145	Drywall Applicator	Carpenters JATC
151	Electric Meter Repairer	Citizens Utilities
153	Mechanic Industrial Truck	ASARCO HAYDEN IAM
155	Electrical Technician	Raytheon
159	Electrician	ABA
163	Electrician, Powerhouse	PVNGS
166	Electrician, Substation	Navopache Electric Co-op
169	Technician, Electric/Electronic Meter	TEP
170	Mechanic, Electronics	Honeywell
186	Plastics Operator	Oberg
203	Forge Shop Machine Repairer	ASARCO Ray
206	Concrete Form Builder	ABA
212	Furniture Finisher	TUSD #1
221	Glazier	Glaziers JAC
252	Instrument Technician	Pinnacle West
269	Laboratory Tester (Wafer Process)	Motorola
272	Lather	Carpenters JATC
281	Line Erector	AEPCO
282	Line Installer Repairer	ASARCO
283	Line Maintainer	NTUA
284	Line Repairer	Caribou
289	Locksmith	NAU
292	Machine Repairer	Honeywell
296	Machinist	Honeywell
306	Mechanic, Machinist	AEPCO
308	Mechanic, Maint	ASARCO Ray IAM
310	Building Maintenance Repairer	City of Phx Housing
311	Maintenance Repairer, Industrial	PVNGS
319	Mechanic, Endless Track Vehicle	PD Morenci

RAIS #	OCCUPATION	SPONSOR (One example, there may be others)
323	Medical Lab Tech, Phlebotomist	Lab Sciences of AZ
325	Metal Fabricator	SRP
330	Electric Meter Installer	SRP
331	Gas Meter Mechanic	NTUA
332	Meter Repairer any industry	Navopache Electric Co-op
335	Millwright	Carpenters JATC
336	Mechanic, Construction Equip	AZ Teamsters
359	Office Machine Servicer/Repairer	City of Phx Housing
365	Operating Engineer	AZ Operating Engineers
379	Painter, Construction	PD Morenci
383	Painter, Hand	TUSD #1
414	Pipefitter	Aero Automatic Sprinkler
423	Plasterer	Plasterers & Cement Masons JAC
431	Plater, Reel to Reel	Oberg
432	Plumber	ABA
437	Police Officer I	Pima CC
443	Mechanic, Powerhouse	PVNGS
462	Federal Correctional Institute	Quality Control Technician
471	Reinforcing Metal Worker	JD Harris
480	Roofer	Roofers JAC
487	Saddle Maker	De Berge Gallery
510	Sheet Metal Worker	Phoenix Sheet Metal JATC
511	Machine Operator I	AZ Precision Sheet Metal
517	Sign Erector	ABA
536	Stationary Engineer	CAWCD
553	Substation Operator	NTUA
561	Drywall Taper & Finisher	PHX Drywall Tapers JATC
564	Residential Carpenter	Tohono O'Odham
565	TV & Radio Repairer	Hi-Tech Electronics
570	Federal Correctional Institute	Electronics Tester
571	Landscape Technician	AAA
574	Landscape Management Tech	TUSD #1
586	Tool & Die Maker	ABCO Tool & Die
590	Transformer Repairer	NTUA
593	Federal Correctional Institute	Manager, Food Service
619	Water Treatment Plant Operator	NTUA Water/Waste-Water
622	Federal Correctional Institute	Welder Combination
627	Welder & Fitter	PVNGS
637	HVAC Installer/Repairer	CAWCD
643	Electrician, Maintenance	ASARCO Hayden, IBEW
644	Mechanic, Instrument	PD Morenci
660	Plastic Process Tech	Tech Group
661	Craft Laborer	Archon, Inc.
663	Cook	Chefs Assn of Greater Phx

RAIS #	OCCUPATION	SPONSOR (One example, there may be others)
666	Mechanic, Refrigeration	Plumbers & Pipefitters JATC
668	Die Maker, Bench Stamping	Oberg
669	Structural Steel Worker	Ironworkers
671	Grinder Operator, Precision Tool	Oberg
678	Furnace Vacuum Maint Tech	Honeywell
722	Cook, Pastry	Chefs Assn of Greater Phx
751	Medical Secretary	Samaritan Health Systems
768	Glassblower	ASU
777	Mech-Engineering Technician	TEP
811	Computer Programmer	TUSD #1
817	Computer Peripheral Equip Op	Salt River Pima-Maricopa
824	Nursing Assistant	Samaritan Health Systems
840	Childcare Specialist	AZ Child Care App
845	Numerical Control Machine Operator	Nat'l Tooling & Machining Assn
856	Material Coordinator	NTUA
861	Acoustical Carpenter	T-P Acoustics
872	Asphalt Paving Machine Operator	Tohono O'Odham
909	Insulation Worker	AZ Asbestos Workers
918	Refrigeration Unit Repairer	TUSD #1
928	Press Operator, Heavy Duty	Oberg
933	Pump Servicer	PD Morenci
939	Die Maker, Wire Drawing	Oberg
943	Housekeeper, all kinds	U of A
961	Plant Operator	AZ Operating Engineers
964	Gas Main Fitter	NTUA
967	Electronics Utility Worker	BAT Federal Correctional Inst
974	Grinder Setup Operator, Universal	Oberg
975	Relay Technician	TEP
980	Truck Driver, Heavy	AZ Teamsters
999	Non Bat Registered DOT's	NTUA
1001	Horse Breeder/Trainer	Al-Marah
1022	Residential Wirer	Mohave CC
1032	Construction Driver	United Metro Materials
1034	Undercar Specialist	AZ Tire & Svc Dealers Assn

Table of Contents

ARIZONA CHILD LABOR LAWS

Constitution of the State of Arizona

Article XVIII

Labor

Section 2. Child Labor

In Arizona, no minor, under the age of 14 can be employed in any occupation at any time during school hours, nor shall any child under 16 be employed in underground mines, or in any occupation injurious to health or morals or hazardous to life or limb, nor for more than 8 hours in one day.

23-233. Permissible Hours of Labor for Persons Under the Age of Sixteen

In Arizona, the restrictions on employment pertaining to minors aged 16 and under are:

- they may work **no more than 40 hours in one week** when school is not in session or the person is not enrolled in any session
- they may work **no more than 18 hours per week** when school is in session
- they **may not work more than 8 hours per day** when school is not in session or the person is not enrolled
- they **may not work more than 3 hours in one day** when school is in session

Furthermore, no minor under 16:

- shall be employed **at night** (9:30 p.m. to 6:00 a.m. when school is in session, or 11:00 p.m. to 6:00 a.m. on a day preceding a day when there is no school)
- shall work **in solicitation sales or deliveries** on a door to door basis between 7:00 p.m. and 9:30 p.m. when school is in session, or 7:00 p.m. and 11:30 p.m. on days preceding a non-school day

Minimum Age of Newspaper Carriers

Such provisions, however, do not apply to minors delivering newspapers to a consumer. With regard to newspaper carriers, magazine sales, or periodicals, the minimum age is 10 years old.

Prohibited Employments of Persons Under the Age of Eighteen

In Arizona, the **prohibited occupations** (unless a variance is granted), for all persons under the age of 18, are:

1. Manufacturing or storing **explosives**, except those retail establishments handling small prepackaged arms ammunition.
2. Occupations as a **motor vehicle driver** or outside helper, except for incidental driving and the person has a valid license and either the total driving time does not exceed 2 hours per day or 25% of work time, or the total mileage is fewer than 50 miles per day.
3. **Mine or quarry occupations**.

4. **Logging**.
5. Occupations involving **power-driven woodworking machines**.
6. Occupations involving exposure to **radioactive substances** and to radiation in excess of .5 REM per year.
7. Occupations involving **power driven hoists** with a capacity exceeding 1 ton or an elevator, except the operation of an automatic elevator incidental to employment.
8. Occupations involving the operation of **power-driven metal working, forming, punching or shearing machines**.
9. Occupations involving, **slaughtering, meat packing, processing or rendering** or the operation of machines for such purposes.
10. Occupations involving the operation of **power-driven bakery machines**.
11. Occupations involving the operation of **power-driven paper products machines**.
12. Occupations involving the manufacture of **clay construction products** or silica refractory products.
13. Occupations involving the operation of **power-driven saws**.
14. Occupations involving **wrecking, demolition and shipbreaking operations**.
15. Occupations involving **roofing** or equipment attached to or placed on roofs.
16. Occupations in **excavation or tunnel operations**, except manual excavation, etc. that do not exceed 2 feet in depth at any point from the ground surface.

23-233. Prohibited Employments of Persons Under the Age of Sixteen

In addition to the foregoing, there are other prohibited occupations (unless a variance is granted) for persons under the age of 16. Such include:

1. **Manufacturing.**
2. **Processing.**
3. **Laundering or dry cleaning** in a commercial laundry.
4. **Warehousing**.
5. **Construction**.
6. **Boiler, furnace, or engine rooms**.
7. Occupations involving window washing, **work from a ladder, scaffold, window sill or similar structure** or place more than five feet in height.
8. The following in **retail food** or **gasoline service establishments**:
   (a) Maintenance of machines or equipment of the place, except work in connection with cars and trucks if confined to dispensing gas and oil, courtesy service, car cleaning, washing and polishing, but not involving inflation of any tire mounted on a rim with a removable retaining ring.
   (b) Cooking and baking, except at soda fountains, lunch counters, snack bars or catering services.
   (c) Working with power driven food slicers, grinders, choppers and cutters.
   (d) All work in preparation of meats for sale, except wrapping, sealing, labeling, weighing, pricing and stocking.
9. Any of the following in **agriculture**:
   (a) Operating a tractor over 20 power take off horsepower that is not equipped with a rollover protector.
   (b) Connecting or disconnecting any implement to a tractor over 20 power take off horsepower.
   (c) Operating various machinery, including but not limited to, a corn picker, cotton picker, grain combine, hay mower, forage harvester, hay baler, potato harvester, mobile pea viner, feed grinder, etc...
   (d) Working in a pen occupied by a bull, boar or stud horse maintained for breeding purposes, a sow with young pigs or a cow with a newborn calf.

(e) Felling, bucking, skidding, or unloading timber with butt more than 6 inches in diameter.
(f) Picking or pruning from a ladder in excess of 8 feet in height.
(g) Riding on a tractor as a helper, or driving a bus, truck or automobile.
(h) Working in a fruit or grain storage area designed to retain an oxygen deficient or toxic atmosphere, an upright silo within 2 weeks of adding grain, a manure pit or a tractor for packing a horizontal silo.
(i) Handling hazardous agricultural chemicals.
(j) Handling explosives.
(k) Transporting, transferring or applying anhydrous ammonia.

23-235. Exemptions

Such restrictions do not apply to the operation of **power-driven equipment used in the care and maintenance of lawns and shrubbery** not connected to retail, food service and gas service places; nor to **clerical employment** in an office in which the duties are performed without exposure to the hazards described herein above.

Certain other exceptions also exist, particularly when the minor works for **a parent or other relatives**; the minor is employed as **a star or performer in motion pictures, TV, or radio**, if the production company provides to the Department, before the beginning of production, the name and address of the person, the length, location and hours of employment and any other info required by the Department; involvement in **career education programs**; involved in **vocational or technical training school programs**; employed as **apprentices** and registered by the Bureau of Apprenticeship and Training of the U.S.; **trained under 4-H Federal Extension Service**; who have **completed vocational or career education programs** approved by the Department of Education; who are **married**; or, who have a **high school diploma** or its equivalent.

The information contained herein was obtained from Arizona Revised Statutes, §§23-230 et seq. (1995) and, the State of Arizona, Labor Department manual, *Youth Employment Laws* (1998). There are additional regulations regarding the employment of minors, which are not discussed herein (e.g. agriculture and theatrical).

The State Labor Department, a division of the Industrial Commission of Arizona, is charged with the enforcement and administration of the Youth Employment Laws. It must be noted, however, that the Federal Fair Labor Standards Act, administered by the Wage and Hour Division of the US Department of Labor, also contains provisions regulating the employment of children. Where there is a difference between Federal and State Law, the stricter law takes precedence.

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Guide for Developing Learning Objectives

Introduction

The cooperative work experience concept recognizes the value of learning that can take place when students work and train on real job situations. Developing appropriate, measurable Learning Objectives will keep students on track and provide the vehicle for accomplishing student and supervisor goals. The stated objectives will be based on the state-identified CTE program competencies and specific CTE program competencies.

What is a Learning Objective?

A cooperative work experience learning objective is a written statement describing measurable tasks on specific CTE program competencies that you plan to achieve through your work experiences during the term.

Learning objectives may be developed for one or more of the following categories:

1. **Specific Job Competencies** – Skill Development – Particular understanding of work skills you would like to learn, for example: surveying, operating a particular machine, art work in a specific medium, photographic developing, tutoring, office management, cost accounting, editing, counseling senior citizens, computer programming, writing documentation.

2. **Career Exploration** – First-hand observation of the daily routine of professionals in an area of interest, direct involvement in the types of work involved in a field, knowledge of job opportunities that might be available, familiarity with occupational literature and organizations.

3. **Interpersonal Skills** – Learning how to deal with pressure and tensions in work relationships, how to communicate what you know to clients or customers, being able to recognize when to speak and when to listen in work relationships, learning how to recognize adaptive and maladaptive behavior in dealing with another person and listening to and following directions.

4. **Taking Responsibility** – Learning how to organize a complicated job, how to monitor your own time and effort so that a tight schedule is always met, and how to get a piece of work done so that it accommodates the work of others.

5. **Research Skills** – How to seek information, how to organize facts into persuasive argument or course of action, and how to relate academic knowledge to the demands of a particular job.

6. **Analytical Skills** – Problem solving – How to utilize information, discover or locate problems, arrive at and implement a solution.

Some Qualities of Good Learning Objectives: Keep these characteristics in mind when developing objectives.

1. An objective should be stated *in terms of the realistic result you intend to achieve*.
2. Select language that can *communicate to all interested parties, not just a limited technical group*.
3. The objective must be *specific, reasonable, achievable, and measurable* within the available time limit.
4. *The objective should relate specifically to the work experience*. Related assignments set by the instructor/coordinator should support the objective.

The following are examples of several good objectives. In each case the same objective is stated in two different ways. In the left column, the objective is either too general or not sufficiently measurable. In the right column, the same objective has been stated correctly (i.e., in a manner that is *specific, reasonable, achievable, and measurable*).

VAGUE	SPECIFIC
a. I will evaluate the effectiveness of my company's advertising.	a. By March 15, I will make up, duplicate, distribute, pick up, evaluate, and report on a customer survey relating to my company's advertising.
b. I would like to know more about the chemical makeup of common drugs used in the hospital.	b. By mid-term, I will list the forty most common medications I observe being used by referring to patients' charts, then research their chemical compositions, and record these data on my list.
c. I want to learn how to deal with grouchy people who are customers.	c. I will develop four different, cheerful conversation techniques and briefly describe each in a notebook. I will record reactions of grouchy people to these techniques and report by May 28.
d. I want to evaluate the effects of radiation on very small animals.	d. Within the next week, I will expose an experimental group of five young mice to varying levels of radiation. I will compare growth, exercise habits, and food consumption with a control group of mice that were not exposed. I will record data and report at the end of my Cooperative Work Experience period.
e. I want to improve my sanding, priming, color-matching, and spot painting techniques.	e. By November 1, I will successfully sand, prime, color-match, and spot-paint a repair on a customer's car to his satisfaction.
f. I want to assist some children to learn a new skill.	f. By mid-term I will have taught a group of at least ten children ball-throwing athletic skills. The children will demonstrate their skills by achieving at least a minimum score, which I will determine as a proficiency level.

Table of Contents

RESOURCES

Print and Web-based Resources

Articles/Publications

American Association of University Women (AAUW) Educational Foundation
Harassment-Free Hallways: How to Stop Sexual Harassment in Schools
http://www.aauw.org

An often overlooked aspect of school safety that continues to be a serious problem in the nation's schools is sexual harassment. This guide reflects dozens of collective years of work that experts have conducted on the issue. The informative, concise, and action-oriented resource is divided into three sections, one for students, one for parents, and one for schools. It includes introductory information, strategies to prevent sexual harassment, sample forms and surveys, and resource information.

Arizona Department of Education
Career and Technical Education Division
Local Advisory Committee Leadership Guide
www.ade.az.us/cte/careerpathways

The purpose of this guide is to help local advisory committee chairpersons, members, administrators, and instructors to improve the overall quality of career and technical education in Arizona. This guide outlines a process that advisory committees may follow to establish or improve the organizational structure of the committee and to plan and carry out a program of work based on the needs of the program and the requirements of the community it serves.

Massachusetts Department of Education
The Massachusetts Work-Based Learning Plan Toolkit
http://www.doe.mass.edu/stc/toolkit.html

This online toolkit includes a publication, “Mentoring and Supervising Teenagers”, a module that provides guidance for employees who supervise and mentor teenagers at the workplace. Information includes making the supervisor’s job easier and strategies for solving problems as well as information on working with students with disabilities.

Scottsdale Community College
9000 E Chaparral Road
Scottsdale AZ 85256-2626
Cooperative Education: Putting America’s Future to Work

Several publications related to Cooperative Education at the post-secondary level are available through Scottsdale Community College. Included are “Cooperative Education Policies and Procedures”, and “Cooperative Education: Putting America’s Future to Work” (separate publications for the student, the employer, and the faculty-coordinator).

State of Arizona Labor Department
PO Box 19070
Phoenix AZ 85005
State of Arizona Youth Employment Laws

This publication is circulated by the Industrial Commission of Arizona for the purpose of providing a brief and handy reference to the statutes of the State of Arizona having a particular reference to child labor issues and related matters.

Texas Tech University
The Curriculum Center for Family and Consumer Sciences
Family and Consumer Sciences Career Preparation Handbook
http://www.hs.ttu.edu/ccfcs/NewCatalog/GenPub.htm

This publication is a guide to occupationally specific training options covered under Family and Consumer Sciences Career Preparation. Developed by teachers for teachers, the handbook includes information and guidelines, management suggestions, and sample tools for providing general related instruction, specific related instruction, and work-based instruction.

U.S. Department of Labor, Bureau of Labor Statistics
Occupational Outlook Quarterly Online
http://stats/bls.gov/opub/ooq/about.htm

The Summer 2002 issue (available online) includes an article, "Apprenticeships: Career Training, Credentials – and a Paycheck in Your Pocket" that describes the basics of apprenticeship, how to find an open program, choosing a program, and information on additional resources.

U.S. Department of Labor, Bureau of Labor Statistics
Occupational Outlook Quarterly Online
http://stats/bls.gov/opub/ooq/about.htm

The Summer 2002 issue (available online) includes an article, "Informational Interviewing", a step-by-step guide for learning about careers by talking to people about their jobs and asking them for advice. Included are sample letters and interview questions.

U.S. Department of Labor
Youth Rules!
http://www.youthrules.dol.gov

Through the **YouthRules!** Initiative, the U.S. Department of Labor and its strategic partners seek to promote positive and safe work experiences for young workers. **YouthRules!** Strives to educate teens, parents, educators, employers, and the public on Federal and State rules regarding young workers. Components of the initiative include a web site, printed materials, outreach events, training seminars, and partnering activities.

Wisconsin Department of Public Instruction
Job Shadowing Guide
http://www.dpi.state.wi.us/dpi/dlsis/let/pdf/jobshawg.pdf

This publication was developed with cooperative efforts by the Lifework Education Team at the Wisconsin Department of Public Instruction. Included is information on the workplace supervisor's role, student expectations, the teacher's role, and sample worksheets.

General Information

Bureau of Labor Statistics
Occupational Outlook Quarterly (online)
http://stats.bls.gov/ooq/about.htm

AZ Career Information System
AzCIS: www.ade.az.gov/cte/azcrn/azcis

2002/2003 Arizona Career & Educational Guide.
The guide is in a pdf format on the Web and can be downloaded & printed.
http://www.ade.az.gov/cte/azcrn/counselors.asp

Consumer Information Center
http://www.pueblo.gsa.gov

DECA
The Colorblind Career: What every African American, Hispanic American, and Asian American Needs to Know to Succeed in Today's Tough Job Market
www.deca.org/publications/dimensions/colorblind.html

Internal Revenue Service
Department of the Treasury
Charities and Non-Profits
http://www.irs.gov

Iowa Department of Education
Work-based Learning Guide 2002
http://www.state.ia.us/educate/ecese/stw/documents.html

Massachusetts Department of Education
The Massachusetts Work-Based Learning Plan Toolkit
http://www.doe.mass.edu/stc/toolkit.html

Massachusetts Office for School to Career Transition
Department of Education
Mentoring and Supervising Teenagers
www.doe.mass.edu/stc/pdf/mentoring.pdf

Missouri Department of Elementary and Secondary Education
Division of Vocational and Adult Education
School-To-Work
http://www.dese.state.mo.us/divvoced/school_to_work_index.htm

The National Centers for Career and Technical Education
http://www.nccte.org

National Center for Research and Vocational Education
http://vocserve.berkeley.edu/Summaries/GettingtoWork.html

The National Dissemination Center for Career and Technical Education
http://www.dpi.state.nc.us/workforce_development/index.html

North Carolina Public Schools
Workforce Development Education
http://www.dpi.state.nc.us/workforce_development/index.html

Ohio Department of Education
Work-Based Learning: Tips and Techniques for Maximum Results
www.ode.state.oh.us/ctae/teacher/work-based_learning/default.asp

University of Missouri College of Education
Career and Technical Education Resources
http://tiger.coe.missouri.edu/~cater

U.S. Department of Labor, Bureau of Labor Statistics
Occupational Outlook Quarterly Online
http://stats/bls.gov/opub/ooq/about.htm

U.S. Department of Labor, Bureau of Labor Statistics
Occupational Outlook Quarterly
"Career Tips for Teens"
http://stats.bls.gov/opub/ooq/1999/summer/art04.pdf

U.S. Government Printing Office
U.S. Government Bookstore
http://bookstore.gpo.gov/locations/losangeles.html

U.S. Government Bookstores
Superintendent of Documents
http://www.access.gpo.gov

Wisconsin Department of Public Instruction
Cooperative Education Skill Standards Certificate Program
http://www.dpi.state.wi.us/dlsis/let/pdf/coopguid.pdf

Job Shadowing

Education World: The Educator's Best Friend
Job Shadows Forecast Sunny Careers
http://educationworld.com/a_curr/curr388.shtml

Wisconsin Department of Public Instruction
Job Shadowing Guide
http://www.dpi.state.wi.us/dpi/dlsis/let/pdf/jobshawg.pdf

Mentorship

Education for Employment
Kalamazoo County, Michigan
http:www.remc12.k12.mi.us/kresa/efe/efe_pg1.htm

Massachusetts Office for School to Career Transition
Department of Education
Mentoring and Supervising Teenagers
www.doe.mass.edu/stc/pdf/mentoring.pdf

Wisconsin Department of Public Instruction
Mentoring Youth for Success
www.dpi.state.wi.us/pubsales

Service Learning

Alliance for Service-Leaning in Education Reform
Close Up Foundation
44 Canal Center Plaza
Alexandria VA 22314-1592

Arizona Governor's Office
Learn and Serve America
http://www.governor.state.az.us/volunteer/service_learning.cfm
Close Up Foundation
Service Learning Quarterly: ASLER Standards
http://www.closeup.org/servlern/sl_asler.htm

Florida International University
Big Dummy's Guide to Service Learning
http://fiu.edu/%7Etime4chg/Library/bigdummy.html

Florida International University
Volunteer Action Center
Service Learning Online Library
http://www.fiu.edu/%7Etime4chg/Library/index.library.html

The National Service Learning Clearinghouse
ER7 Associates
4 Carboneau Way
Scotts Valley CA 95066
http://www.servicelearning.org

Service Learning Resources
http://www.plymouth.edu/psc/career/servicelearning_resources.html

Internship

Automotive Youth Educational Systems (AYES)
http://www.ayes.org

School-based Enterprise

DECA
Guide for Starting and Managing School-Based Enterprises
Sponsored by FritoLay, Inc.
http://www.schoolbasedenterprises.org/starting.html

Stern, David, et.al. School-Based Enterprise: Productive Learning in American High Schools. SanFrancisco: Jossey-Bass, 1994.

Work-based Learning Resource Center
School-based Learning/School-Based Enterprises
http://sparky.occ.cccd.edu/wbl/School-Based

Cooperative Education

Wisconsin Department of Public Instruction
Work-based Learning Guide
http://www.dpi.state.wi.us/dpi/dlsis/let/pdf/wblguid2.pdf

Apprenticeship

Arizona Department of Commerce
Apprenticeship
http://www.commerce.state.az.us/webapps/apprweb/results.asp

State of Wisconsin
Governor's Work-Based Learning Board
Youth Apprenticeship
http://www.dwd.state.wi.us/GWBLB/ya.htm

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